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HANDBOOK OF COMMERCIAL ENGLISH

IVA MYERS WEBBER

THE PALMER COMPANY

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HANDBOOK

OF

COMMERCIAL ENGLISH

BY

IVA L. MYERS WEBBER

THE PALMER COMPANY
120 BOYLSTON STREET
BOSTON, MASS.

Educ 739.12.900

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FOREWORD TO TEACHERS

An English course that assists a pupil to earn a livelihood and to become a useful member of society is of practical value. This handbook of Commercial English has been prepared to supply Commercial schools with a suitable text-book for special training in English, including grammar, punctuation, composition, letter-writing, etc., necessary to fit students for stenographic and clerical positions. Through her experience as business college and high school teacher, the author was led to see the need of practical training in everyday Business English. This book is the outgrowth of many years of experience, and the results obtained by its use amply justify the author and the publishers in presenting it to English teachers.

The adjustability of the work, as outlined, to one or two years of any high school is one of its strong features. The subject may be made intensive by extending it to outside material. In addition to supplementary work from newspapers and magazines, debating may be correlated with the plan offered with very beneficial results.

To meet the need for a practical knowledge of business correspondence, which has grown up with the extension of higher Commercial education, the author endeavors to present information upon letter-writing that is up-to-date and applicable to modern business methods.

Correspondence is taken up at the beginning and carried on through the whole work. This plan avoids crowding this important subject into the latter part of the course and perhaps slighting it. One letter a week should be assigned to the pupils for proper preparation. These letters should be corrected by the teacher, and the errors discussed in class, after which, where necessary, re-writing should be required. It is a good plan to designate a certain day of the week (say Friday)

as letter day, with the understanding that all correspondence will be brought in at that time.

Rules and principles of Grammar are essential as a basis, whether correction or construction is desired; consequently, the very fundamentals of sentence-building, parts of speech, and their misuses should be carefully studied. Enough technical grammar is given to enable one to recognize ordinary mistakes and to know how to correct and avoid them.

In order to cultivate within the student a keen discrimination in the use of words, some time is given to the subject of synonyms. With each lesson, this work should be taken up first, and, if properly handled, the pupil will, as a result, enter with more interest and freedom upon the discussion of other subjects taken up in recitation.

There must be a working knowledge of grammar — an understanding of the relations of one part of a sentence to another — before punctuation can be properly determined. The simplest rules possible for punctuation are given, and as large an experience as possible in their use is recommended. The author though realizing her indebtedness for assistance, and desiring to express her appreciation, has derived from so many and varied sources helpful suggestions in arranging her work for actual practice, that it would be an impossibility to give individual credit. That teachers may find in this book a guide for more effective and satisfactory instructions in English, is the earnest wish of the author.

TO STUDENTS

To the many students, whose words of appreciation have encouraged the author in her work as teacher of English, is largely due this effort on her part to prepare a book that she believes will be a helpful guide, not only to the stenographer and bookkeeper, but to any one needing practical assistance in the use of correct English.

CORRESPONDENCE

LESSON I

At this time in the history of Commercial education, there is required an accepted form for a business letter, a deviation from which indicates not only bad taste, but ignorance. Paper used for business letters should be of regular size, about 8½ inches in width and 11 inches in length.

Framework.

This accepted form, called letter framework, must be

1. Clear — easily understood.
2. Convenient — easily arranged.
3. Conventional — of uniform adoption, to facilitate correspondence to the business man whose time is money.

Essentials.

This Framework embraces six parts, viz,

1. Heading — Number and Street — Place — Date.
2. Address — Name and Address of Correspondent.
3. Salutation.
4. Body.
5. Complimentary Close.
6. Signature.

Heading.

The Heading, 2¼ inches from the top margin, if consisting of more than ½ a line, should occupy two lines or more and should begin at about the middle of the typewriter scale, unless

the heading be short, when it may be moved to the right. The punctuation is indicated below:

904 Market St.,
Cleveland, Ohio, April 21, 1913.

19 Center St.,
St. Louis, Mo., April 21, 1913.

Ex. of Block Heading.

April
Twenty-first
1913.

INSIDE ADDRESS.

The address of the correspondent should be written in full; begin two double spaces below the last of the Heading, and to the left, at O or at 5 on the scale. At least a half-inch margin should be made unless the letter is short, — when its width is increased.

The second line of the heading should begin at from 5-10 spaces to the right of the initial letter of the first line in ordinary correspondence, and be so arranged that no line will occupy more than one-half the distance across the page, and should be punctuated as indicated below:

Messrs. Jones & Greene,
234 Lincoln Ave.,
New York, N. Y.

A form which is meeting with favor from both employer and stenographer is the following, which aids materially in getting out a large number of letters:

Mr. Harry Richards,
234 Clarendon St.,
Boston, Mass.

LESSON II

SALUTATION.

The salutation consists of the formal address, and depends upon the relation existing between the writer and the correspondent.

When a letter is not regarded as personal, as when written to high officials in the military or government service, the office rather than the man is addressed.

Proper Forms: *President of the U. S.*
To the President.
Sir:
Cabinet Officers.
The Secretary of the Navy.
Sir:

The ordinary business letter requires Dear Sir: or Gentlemen: according to whether the letter is addressed to one or more than one gentleman.

If the salutation consists of more than two words: as, My dear Sir, only the first and last words have initial capitals.

The salutation should begin on the scale at the same point at which the address is begun and should be followed by a colon. Examples:

1. Mrs. B. C. Roberts,
654 Delma Ave.,
Los Angeles, Calif.
Dear Madam:

2. Mesdames Gray and Smith,
785 Howard St.,
Chicago, Ill.
Ladies:

3. Miss Helen Grant,
242 Willow St.,
Sacramento, Calif.
Dear Miss Grant:

4. Mr. and Mrs. L. G. Harter,
1108 West Helena St.,
Rochester, N. Y.
Dear Sir and Madam:

A minister may be addressed as follows:

1. Rev. John Brown.

2. Rev. Mr. Brown. But *never* as Rev. Mr. J. Brown.

Body.

The body should begin at 15, and consist of a series of paragraphs, each of which treats a different subject or a different phase of the same subject. Sometimes the first paragraph is indented at 20, and all others at 15, unless the letter is very short and wide margins are desired, in which case the inside address may be dropped a considerable distance below the heading, and the letter double-spaced. The paragraph of a hand-written letter should be indented half or three-quarters of an inch. It is bad form to carry the last line only of a paragraph to the next page. Carry at least two lines. Never begin a line with a figure, — write the number in full. Too much care cannot be exercised in the matter of paragraphing — if it is correctly done, a glance will reveal the proper information.

Usually, letters of any length are most desirable single-spaced, double-spaced between paragraphs. The second and following sheets should bear the initials of the person addressed, and the page of the sheet — thus, W. E. Wilson, page 2, would be WEW—2—, or W. E. W. 2. Ordinarily an inch of space should be left on the left margin, and a trifle less on the right.

Complimentary Close.

In order to avoid discourtesy it is customary to add a complimentary closing, which should usually begin at 35, or in the middle of the sheet, the first word only being capitalized; the punctuation should be as follows:

Thanking you for prompt attention, I am,
Yours truly,

In case it is desirable to follow the plan, advocated by some business men, of omitting the comma after we are, follow this form:

Hoping the goods may open to your entire satisfaction, we are
Yours respectfully,

Signature.

The name of the person writing the letter should now be written in full, and is equally binding in ink, pencil, or printed with a rubber stamp. The signature should begin farther to the right than the complimentary closing; if written for some one else, "per" or "by" should precede the signature. A lady should not fail to precede her name by Miss or Mrs. In order to avoid legal complications when doing business for a corporation, the office of the writer should be clearly indicated.

Two double spaces should be allowed below the complimentary closing for signature.

Examples:

1. California Compounding Co.
   per John F. Thomas.

2. California Compounding Co.
   per John F. Thomas, Sec.

ENCLOSURES.

Should there be one, two, or more enclosures, write Encl. 1, Encl. 2, etc., in the lower left-hand corner of the last sheet.

The word "Dictated" followed by initials of the dictator and stenographer, or the initials only, should be placed at the lower left-hand corner; as, JMG/AMJ. If the stenographer is known by a number use this form, JMG-6 or JMG/6.

FOLDING.

The proper folding of a letter and placing of it in the envelope should be *carefully* executed. A lack of courtesy at this point *cannot* be disregarded. The letter should be so folded and placed in the envelope that, when removed and opened, it will be right side up, and right side out, ready for reading.

To fold the ordinary business sheet, place the lower edge next to you, and fold over from below until the lower edge is within ½ inch or less of the top of the sheet, then turn the sheet so that its right margin will be toward you and fold from you until over a little more than a third of its width, then fold down the upper, left-hand margin over that already folded; then, with the free edges up, place it in the envelope, which is held in your left hand, with the flap next to it extending toward the right hand.

ENVELOPES.

The ordinary business size is No. 6½ — measuring 3½x6 5/16 inches.

The address in full of the correspondent should occupy at least three lines, beginning on the first line below the middle of the envelope, measuring from the top.

Insert a business envelope in the machine until only the lower part is visible above the carriage; this will give a proper position for the starting point.

The general form is:

Messrs. Jones, Thomas & Co.,
543 Montgomery St.,
San Francisco,
Cal.

Postal authorities advise placing the street and number in the lower left hand corner. Some firms prefer the name of the city upon the same line with that of the state.

LESSON III.

Composition of a Business Letter.

If the framework of a business letter is important, even more so is its composition.

Requisites.

1. *Brevity:* — A business man has not time to spend over a lengthy letter when a brief one will answer all purposes; neither should the letter be so brief as to fail to convey all necessary inquiries or information.

By the New York Herald, 96% of the applicants replying to an advertisement were rejected because of brevity.

2. *Terseness:* — Combines brevity and smoothness.
3. *Correctness:* — As regards Grammar, Orthography, Capitalization, Punctuation.
4. *Clearness:*—The facts should be well in hand and arranged systematically. Clearness can be attained by the following:
   (a.) Use of words that mean to the reader what they mean to the writer.
   (b.) Natural arrangement of parts.
   (c.) Using pronouns in such a way that their antecedents are plainly indicated.
   (d.) Avoiding long sentences.
   (e.) Omitting no *necessary* words.
   (f.) Proper punctuation.
5. *Completeness:* — No omission of essentials — adequate information, etc.
6. *Exactness:* — Careful attention to details, letter-form, addresses, etc., leaving no opportunity for misunderstanding.
7. *Personal in tone:* — Written as one person would talk to another.
8. *Unity:* — Logical arrangement. All parts connected.
9. *Method:* — Ideas so classified that the letter will stand out as a whole.
10. *Force:* — Relates to effect of expression; if properly composed and arranged, a letter will not only attract and hold attention, but will be convincing.
11. *Courtesy:* — One of the most essential qualities. Maintain your own dignity by respecting the dignity of others. Rudeness, curtness, sarcasm, are less excusable in writing than in conversation; calm and courteous treatment brings results.

If you *must,* write a letter when angry, but do not mail until the following day, when it will be promptly delivered to its proper place — the wastebasket.

LESSON IV.

Correspondence Hints.

1. Abbreviations in the body of letters should be avoided; except, perhaps, the following: inst., ult., prox., viz., with a very few others.
2. If the place is small, be sure to write name of county.
3. Write dates in the heading in numerals; as Jan. 2, 1913. In the body it may be followed by th if preceding the month; as the 10th of January.
4. Amounts may be written in full, followed by figures in parenthesis, or in full without figures, frequently with figures alone.
5. Figures in social letters are not used, except to indicate the street number; the date being spelled in full, and placed at the close of the letter.
6. The age of a person should be written out in full.
7. The title Messrs. is used before firm names ending with & Co., but is *not* used when & is omitted.
8. The tendency is to omit the sign of the possessive from the titles employed by business firms and corporations; as, the Studebaker Bros. Manufacturing Company instead of the Studebaker Bros.' Company.
9. The personal pronoun "I" at the beginning, and its frequent repetition through the letter should be avoided, when possible.
10. Worn-out expressions should be avoided; as, In reply to yours, etc.
11. Miss is not an abbreviation and does not require a period after it.
12. Avoid using two titles together, except Rev. Mr.
13. Flattery should be avoided, but proper courtesy brings its reward.
14. Slovenly typing or writing is inexcusable.

15. Do not use % for c/o, which means care of.
16. The envelope should be of the same color and quality as the paper upon which the letter is written.
17. When de or le precedes a name with Mr. or Mrs. each should be capitalized; viz, Mrs. De Stael — but if preceded by Monsieur or Madam, each should be in small type, as Madam de Stael.
18. Guard against making the right margin too narrow.
19. Do not misdirect and then censure the postal department for non-delivery. Thirty thousand pieces of mail are sent to the Dead Letter Office every day, because of careless mistakes made in addresses.

EXERCISE.

Write headings, introductions, salutations, complimentary closings, and signatures for five letters from as many different places.

EXERCISE.

Punctuate, capitalize and arrange the following according to instructions, being careful to indicate not only heading and address, but salutation, complimentary closing and signature, also:—

1. syracuse n y sept 4 1912
2. 510 fourth st galveston tex mar 18 1913
3. 2000 south st chicago ill feb 19 1913
4. 208 state st chicago ill feb 19, 1913
5. auditorium building chicago ill aug 19 1913
6. messrs boone & curtis 208 water st st louis mo
7. mrs james bigedow 18 s market st minneapolis minn
8. prof robert e ely ann arbor mich
9. j w foster & son 897 e roberts st st paul minn
10. rev d m woolson 3835 chestnut st philadelphia pa
11. misses brown & thurston 4768 wabash ave chicago ill

12. sarah m jollyman 19 broadway n y
13. mr & mrs james finley 406 main st grand rapids mich

Exercise.

From ruled paper cut ten 6½ envelopes and address them to as many different persons.

LESSON V.

Credits and Collections.

The subject of handling accounts is an important one and should be thoroughly discussed in class. If the following are properly assigned to the pupils, much valuable information will be gained and an interesting recitation made upon this subject: —

1. Give two reasons why all business firms do not follow a uniform practice in handling accounts.
2. Even though one business firm differs from another, is there always a definite basis upon which the credit relations are established?
3. Name three ways in which a bill may be collected.
4. How is the business world kept informed of the credit standing of business concerns? Is it important? Why?
5. What two classes of debtors are to be found in the business world?
6. What point of difference would you make in dealing with these two classes?
7. How would you determine the form of a personal letter requesting payments?
8. What two things are to be avoided in demanding settlement?
9. Is there any regulation against envelopes or postal cards bearing printed reading matter that is detrimental to the reputation or the business of the receiver?

REMITTANCES.

1. Registered Letter.
   - (a.) Advantages.
   - (b.) Disadvantages.
2. Postal Money Order.
   - Objection.
3. Express Money Order.
   - Compare with Registered Letter and Postal Money Order.
4. Bill of Exchange or Bank Draft.
   - Collection and Exchange.
   - Define.
5. Check.
   - (a.) Personal.
   - (b.) Certified.
   - Make distinction between (a.) and (b.)
   - Objection to filling the check out payable to bearer.
   - (c.) Cashier's check.
   - Compare with Bank Draft and Certified Check.
   - Where issued?
6. Certificate of Deposit.
7. Stamps.
8. Money.
9. Telegram.

Letter, Bearing Remittance.

A letter of enclosure should always contain a statement as to:—

1. Form of remittance (whether Draft or Post Office Order, etc.)
2. Amount sent.
3. Its purpose. (How the remittance is to be applied.)

MODEL.

156 Wabash Ave.,
Chicago, Ill., May 26, 1913.

The Palmer Company,
120 Boylston St.,
Boston, Mass.

Gentlemen:

Enclosed you will find a money order for Three Dollars, to renew my subscription to *Education* for the year beginning Sept. 1, 1913.

Yours truly,
Charles Estes.

Encl.
C. E. — J. M.

LESSON VI.

LETTER FILING.

In order to preserve letters and records which may contain information of value for future requirements, a systematic method of filing should be thoroughly understood by the office assistant. To be able to find needed information without any undue loss of time, is a very important feature of Business Correspondence. While each firm should have a filing system suited to its peculiar needs, there are certain principles underlying all good systems. The modern systems might be grouped under three heads, the Loose-leaf, the Shannon, and the Vertical.

The Loose-leaf is probably the simplest — the letters being placed in a flat drawer containing a book which holds between its leaves the filed papers. This book is indexed—usually alphabetically — and each leaf has a tab at the side bearing a printed letter of the alphabet. For a large correspondence, this system

is inadequate, and the careful arrangement of correspondence is somewhat burdensome.

The Shannon System consists of a board bearing two curved pieces of steel forming two arches fastened at the top. A perforation is made at the top of the letter, which is placed upon the spindle when the arches are turned aside. The correspondence is filed between pasteboard guides bearing a printed index at the right side. These letters, already filed, can be thrown over the top of the arch, the arch opened, and a new letter slipped on the file and the arch again closed, making all secure. Letters so arranged can be examined without taking off the file, but this system is not rapid, nor are the letters well-preserved as they may be easily torn.

The Vertical is the most modern system, and is similar to the plan used by libraries. The letters, which are spread open, are filed in Manila folders, and laid in a deep drawer. One side of the folder projects beyond the other, and bears a letter of the alphabet, a number, or the name of the firm whose letters are filed therein. The Vertical file may be arranged — 1. Alphabetically — the correspondent whose name begins with C would have his correspondence filed under that letter, etc. 2. Geographically — all letters coming from a certain locality would be filed under the name of the city, territory, state, or country. 3. Numerically — for large correspondence an unlimited number of letters can be filed by this method — simply a number is substituted for a name. 4. Topically — in some cases it is more convenient to group correspondence according to a topic or subject, and all letters bearing upon a certain topic are filed together under that title.

Card-Index File — A separate index may be used with all the foregoing systems and cards are arranged, usually alphabetically, in a small box bearing necessary information as to where the correspondence can be found. The custom of having a carbon copy of the reply to any letters made upon the back

of the one received is inconvenient, and is passing out of use—copies of replies are usually filed with the original letter and in this way all necessary records are kept together.

LESSON VII.

Proof Marks.

It is often desirable, even necessary, to know the marks used by the printer to indicate errors in proof. These marks are few in number and not difficult to learn. Most of them will be found in the back part of the dictionary, but for convenience they are printed here.

Change bad letter.

Push down space

Turn over

Take out (*dele*).

Left out; insert

Insert space.

Even spacing.

Less space.

Close up entirely.

Period.

Comma.

Colon.

Semicolon.

Apostrophe.

Quotation.

Hyphen.

Straighten lines.

Move over.

Em quad space.

 One-em dash.

Two-em dash.

Paragraph.

No ¶ No paragraph.

w.f. Wrong font.

(..... Let it stand.

stet. Let it stand.

tr. Transpose.

Caps Capital letters.

s. c. Small caps.

l. c. Lower case or small letters.

Ital. Italics.

Rom. Roman.

LESSON VIII.

SENTENCE STRUCTURE.

ESSENTIALS.

1. Every sentence must contain two essentials — Subject and Predicate; example: Stenographers must work.

SUBORDINATE ELEMENTS.

A sentence may contain one or all of the following subordinate elements: —

(a.) Predicate Complement; ex.: "The lesson is long."
(b). Object Complement; ex.: "I learned the lessons."
(c). Adjective Modifier; ex.: "Long lessons may be learned."
(d). Adverbial Modifier; ex.: "The lesson was quickly read."
Prepare 5 examples of each.

PHRASES AND CLAUSES.

1. *Phrases*: A group of words without a subject and a predicate, used as a single part of speech, is called a phrase. According to their use, phrases are classified as follows: *Noun phrases, Adjective phrases, and Adverbial phrases;* According to their composition; Prepositional, Infinitive, and Participial.
2. A phrase or a clause takes its particular name from the part of speech the work of which it performs.
A Noun phrase is one that does the work of a noun; as, *"The School of Mechanical Engineering* is very popular."
An Adjective phrase is one that does the work of an ad-

jective; as, "A man *in trouble* may become discouraged." Adjective phrases may be prepositional, participial or infinitive. An Adverbial phrase is one that does the work of an adverb; as, "The teacher came *into the hall.*" "The instrument was dropped *in haste.*"

Adverbial phrases are frequently prepositional, sometimes infinitive.

Select from a descriptive article, assigned by the teacher, the noun, adjective, and adverbial phrases, and indicate what part of speech each modifies.

3. *Clauses*: A clause is a group of words which contains a subject and predicate, and is named for the part of speech the work of which it performs; as, "There is a horse *that is gentle.*"

Adjective clause, being equivalent to *kind.*

In the sentence, "You will learn *where you study,*" the clause being equivalent to an adverb of time, is an adverbial clause.

An Absolute phrase has for its principal word a noun or a pronoun that is the *subject only* of a *participle.*

An Absolute phrase in an abridged clause, is usually adverbial.

The sentence, *"His evening being occupied with study,* he had no time for social affairs," when expanded reads, *"Because his time was occupied with study* he had no time for social affairs."

A clause placed after a noun or pronoun to denote the same person or thing, and to explain more clearly what is meant by the noun or pronoun, is called an *Appositive Noun Clause.*

Bring into the class from your newspaper or magazine reading, examples of the different clauses.

KINDS.

There are four kinds of sentences.

(a.) Declarative — which states a fact; as "Mary went home."

(b.) Interrogative — asks a question; as, "Is she going?"

(c.) Imperative — a command; as, "John, study your lesson."

(d.) Exclamatory — expresses strong feeling; as, "Oh! why do you persist in wrong doing?"

FORMS.

With regard to form, sentences are either:—

(a.) Simple; as, "Business Schools prepare for business life."

(b.) Complex — containing two or more clauses, one dependent upon the other; as, "The boy who is well prepared should succeed."

(c.) Compound — containing two or more independent clauses; as, "The stenographer will type the letters and the bookkeeper will keep the accounts."

Designate the FORM of each of the following sentences:

1. "My father thinks that Mary will go away today."
2. "The United States is the foremost republic in the world, and it is also the largest."
3. "He went out alone but came back with a friend."
4. "If my brother has no money he cannot go."
5. "The mayor was a man who despised all meanness."
6. "He is a friend of everybody."
7. "That hat is mine and this book is yours."
8. "The streets of this town need attention."

LESSON IX.

Word Study Essentials.

In order to become an English scholar, to be master of a large vocabulary, three essentials are necessary: —

1. Pronunciation.
2. Orthography.
3. Definition.

Synonyms.

Synonyms are words having a similar meaning in general, but differing in particulars. A proper command of the English language makes a study of Synonyms absolutely essential. Indeed, by the careful study of Synonyms the development of easy and correct expression is best attained.

If carried out with enthusiasm and intelligence, on the part of the teacher, this feature may be made one of the most interesting and helpful divisions of this work. If careful attention is given to this subject, the pupil will not only be assisted to an intelligent use of the words contained in these lessons, but he will soon develop the "Dictionary Habit" and find a keen pleasure in looking up the meaning of other words, that are brought into his daily life, either through conversation or reading.

In fact, this phase of the work will aid the student greatly toward making a choice of good literature rather than the cheap variety which befogs the brain and leaves the mind filled with valueless matter.

"To write or speak to the best purpose, one should know, in the first place, all the words from which he may choose, and then the exact reason why in any case any particular word should be chosen."

In this and following lessons upon the USE OF WORDS, an effort will be made for the building of a vocabulary that will enable the student to make an intelligent choice.

WORDS: HOW TO USE THEM.

Brave, to be brave one meets with firmness any danger which suddenly presents itself. *Couragcous,* one who possesses a disposition to meet all moral emergencies with steadiness is courageous. *Foolhardy,* to be foolhardy is to deliberately incur unnecessary danger. *Rash,* one who thoughtlessly plunges into unnecessary danger is rash. *Opportunity* refers to the time which is to one's advantage or profit. *Occasion* is an event which brings a cause into action at a particular moment, and means the time when a thing ought to be done. *Possible* refers to anything which may be made true or real. *Probable* refers to anything which may be true. *Practical* refers to that which has been put into practice. *Practicable* refers to that which may be put into practice.

Differ with is used when disagreement, dissent by word of mouth, antagonism, or dispute is indicated. *Differ from* is used when dissimilarity in nature, condition, form, or quality is indicated. *Mission,* that for which a person or thing is destined or designed. *Ministry,* the rendering of service. *Intention,* act of designing. *Purpose,* when the intention matures into a determination it becomes a purpose.

Supply the following blanks with proper synonyms:—

1. Mr. Matthew is in many ways a fine young man, but I ———— him in his views on the liquor question.
2. May will ———— you, I am sure.
3. Character ———— reputation.
4. Why did John ———— me?
5. He has entered the Presbyterian ————.

6. It is my ———— to follow your advice.
7. My ———— in learning shorthand is to enter the legal profession.
8. Her ———— was to go from one field of work to another.

LESSON X.

WRITE A LETTER ORDERING GOODS, OBSERVING THE FOLLOWING:

Essential Points:

1. It must contain a clear, precise, itemized list of goods required, each item occupying a line, the arrangement of which is very important.
2. Quantity, shape, style, and size of goods given.
3. Definite directions as to how and when goods are to be sent.
4. In case of first order the letter should contain:
   (a.) Remittance covering cost of goods.
   (b.) Satisfactory provision for payment. If credit is asked, time limit should be stated if possible.

GENERAL RULE.

Use initial capital for the different items but not the quantities; as, pieces, lb., doz., etc.

Write a letter to the Remington Typewriter Co., Chicago, Ill., ordering Stenographic supplies, having at least six different items.

(FORM LETTER shown below.)

Toledo, Ohio, May 1, 1913.

Taylor, Bruce & Co.,
14 Park St.,
Boston, Mass.
Gentlemen:

Please forward the following goods at your earliest convenience:—

100 gross Pens
50 rms. Foolscap
4 gal. Sanford's Red Ink
10 gal. Arnold's Writing Fluid
12 doz. Lead Pencils, Mercantile, No. 2
8 doz. Stenographers' Note Books, 6x9
1 doz. Gregg Shorthand Dictionaries

Kindly ship the above by Boston & Maine Freight and forward bill to our office.

Yours truly,

Arrange the following order from Charles K. Johnson, 270 Elm St., Cincinnati, Ohio, to the Electric Supply Co., Buffalo, N. Y., according to the proper form:—

10 Electric Newels, oxidized copper, No. 1929; 20 Electric Fixtures, polished brass, No. 509; 5 Wall Brackets, oxidized copper, No. 15; 2 Combination Fixtures, 5 gas, 4 electric, polished brass, No. 709; 9 Pendant Forms, 7 light series, No. 744. Goods sent by freight.

Ask for immediate shipment of the following from Sterling Hardware Co., 121 State St., Pittsburg, Pa.: —

4 gross union knobs; two gross 4x4 butts; 1 doz. bronze hinges; ¼ gross coat and hat hooks (32); 10 kegs 10 d wire Nails.

LESSON XI.

COMPOUNDS.

Another essential of Word-Study is an understanding of the hyphen. The following will prove helpful:

AIDS FOR COMPOUNDS.

1. If the second noun contains the first, then a hypen is used; as, ice-box, wood-box, money-box.
2. Two words forming a descriptive adjective should be compounded; as, six-inch circles, red-haired boy.
3. Compounds are often made by uniting a noun with a noun; as, button-hook, or by the union of a word ending in ING with a noun; when the meaning of these compounds can be reversed by using *of* or *for,* the compound should be hyphenated; as, shipping-case, retailing-case.
4. Numbers consisting of two digits are compounded; as, twenty-four, forty-three.
5. Fractions when written out should be compounded; as, three-fourths, two-sixths.
6. When foreign phrases are used or words that have become anglicized, they should be compounded; as, piano-forte, billet-doux.
7. Prefixes not consolidated with the rest of the sentence, if placed before a capital letter should be compounded; as, anti-Democrat.
8. The syllable *Fold* should be joined by a hyphen, provided the word consists of more than one syllable, otherwise it is written as one word; as, twenty-fold, twofold, threefold.
9. The words half and quarter are compounded when prefixed to the noun, as, half-dollar, quarter-pound.
10. Never compound today, tomorrow, and tonight.
11. Usually when two words are compounded and each keeps its original accent, the hyphen is used; as, snow-shoes; if

from usage its accent has slipped to one syllable only, omit the hyphen; as, shorthand, dressmaker.

12. When compounds are formed by the union of a possessive and limited nouns, if the meaning is literal, both possessive and hyphen signs disappear; as, doomsday, tradesman; but when these terms have not a literal meaning, as names of plants, (hound's-tongue), both possessive and hyphen signs are retained.
13. When the compound terms are used as an adjective, both the possessive sign and the hyphen are retained, bird's-eye view.
14. Two or more words conveying a single idea should be united. Ex.: beehive.

Exercise.

Copy the following list of words according to the helps given above.

ferryboat	singingbird	uptodate
fiftyfold	cottontail	fourfold
firearm	forearm	tenfold
fishingnet	forehead	hundredfold
twentyfive	foreman	quarterpound
flagmen	fortuneteller	shorthand
fencingmachine	coachdog	elsewhere
choppingknife	coaloil	Englishman
flatheaded	cobblestone	everblooming
flatiron	bandbox	blindfold
baywood	barkeeper	blindmansbuff
foolscap	cockcrowing	blueprint
sewingmachine	caponstail (plant)	blackberry
eightday clock	cardboard	bishopswood (plant)
goldpen	cardmaker	birdstongue (plant)
football	catfish	breastplate

footman	goldfish	buckshead (not plant)
footprints	chestnut	busybody
tencent toys	byword	calfshead (plant)
cutandslash fury	firstclass	bridesmaid
retailingcase	hillside	flyupthecreek
chewinggum	schoolhouse	expressman
Chinaaster	twoinch circle	eyeglass
Chinaman	tenfoot pole	eyeball
threefourths	thirtyday note	tenpound weight
fantailed	farmhouse	oldfashioned
fatherinlaw	faultfinding	feedbox
feedroll	feedingengine	antiRepublican
curlyheaded girl	laughterloving	wolfsbane (plant)
Anglo Saxon	expresident	camelshair shawl
hydrocarbon	feedingbottle	pitchfork
watermelons	selfconceit	carvingknife
bookseller	wideawake	fifteencent counter

LESSON XII.

Letter Acknowledging Remittance.

Write a letter to S. R. Cooper, Denver, Colo., acknowledging receipt of $150.00 in full of his account, and stating that proper credit has been given him.

Syllabification.

The typist experiences much difficulty in dividing words at the end of lines; the following aids may prove helpful.

Aids for Syllabification.

1. Words should be divided usually according to the prefixes, suffixes, or grammatical endings if they have any. Ex.: re-new, wis-dom, rock-y, ci-der.

2. Compounds should be divided into the simple words of which they are composed. Ex.: mill-wheel, tea-kettle.
3. When the derivation and pronunciation seem to conflict, the division should be according to the pronunciation rather than the derivation. Ex.: rep-re-sent-a-tive, pred-i-cate, ref-or-ma-tion.
4. In dividing words, give every syllable all the letters necessary to the correct pronunciation of that syllable. Ex.: pref-ace, na-tion.
5. A word having two or more syllables may be divided at the end of a line but only at the end of a syllable. In applying this principle the part on either line should consist of two or more letters, otherwise the word should not be divided. Be careful to divide the words so that there will be no misconception. Ex.: occur-rences, not occurrenc-es.
6. Diphthongs and tripthongs are not divided. Ex.: buoy-ant, loy-al, boy-ish. When vowels come together and do not form a diphthong they form parts of separate syllables and they may be divided. Ex.: zo-ol-o-gy, co-op-er-ate, a-e-rial.
7. When a single consonant comes between two vowels, if it does not shorten the sound of the first vowel it goes to the second syllable. Ex.: re-bel, re-sit, co-zy, cra-zy.
8. When a single consonant comes between two vowels, it goes to the first vowel if that vowel is shortened. Ex.: reb-el, heav-y.
9. When a mute and a liquid come between two vowels the same principle applies, the first consonant goes to the first vowel if that vowel is shortened. Ex.: cit-ron, pat-ron-ize, but when the first vowel is not shortened, both consonants go to the second vowel. Ex.: pu-trid, pa-trol, pa-tron.
10. When a liquid and a mute come between two vowels and blend with the first they are not usually separated. Ex.: post-age, west-ern.

11. When a liquid and a mute do not blend with the first vowel they are separated. Ex.: dan-ger.
12. In other cases, two consonants occurring together are usually separated. Ex.: col-lec-tion.

Exercise.

Syllabify the Following.

afternoon
February
furnished
gentleman
chilly
noble
numerous
discussing
critically
commonplace
plentifully
palatial
feeble
neighbors
sculpture
professional
father
misrepresent
thorough
economy
economical
reality
suspicious
contention
irreligious
improvidence
neckerchief
deliberate
besotted
loosen
matron
distilleries
spirit
coming
received
interest
rebel
cylinder
beehive
snow shoes
royalty
toying
weighing
portentous
legislators
inevitable
multiplied
intemperance
realties
receives
magistrate
thoughtfulness
stencil
pronounce
double
biology
apostle
upward
injury
fastening
heinous
prodigious
truism
patronize
soldierly
requisition
poorer
tuition
college
separate
pronunciation
rebel
stranger
possession
personally
patron

LESSON XIII.
ADVERTISING.

Advertising has become a science, and to be a successful advertisement writer either by letter or otherwise, one requires *enthusiasm, concentration, tact* and *patience.* The writer must believe in the article to be sold and in himself as having power to make a forceful appeal to the public. An advertisement whether for the newspaper or the letter, must be *attractive, interesting and convincing.*

The pupil should be led by the teacher to study the personalty of advertisements in different newspapers, to find one that appeals to him strongly, and give to the class his reason for being attracted by it.

The dress of an advertisement goes far toward its success. *What* is said and *how* it is said should be carefully studied. *Simplicity, style, cut,* and *finish* are very important.

The writer must study carefully the *class* of people to whom he wishes to make the appeal. In some cases, then, the *qualities* of goods will furnish a strong argument while in others the *cheapness* of the article must be emphasized.

By careful direction of the teacher, splendid results may be attained by the class upon this subject. An advertisement display in the school room will encourage the pupils, and aid in developing much talent in advertisement writing.

A picture for an advertisement is desirable if the advertisement is to be found in the picture, otherwise, it will gain nothing. Study successful illustrating. The advertisement should not have more than two or three kinds of type, and successful advertisers as a rule find it more profitable to use one small space for several days than a large space for one day. The writer of advertisements must bear in mind that he must leave himself in the background and write from the standpoint of the buyer.

Having carefully studied the different styles of advertisements, the pupil may be directed to write one of his own. Exaggeration in advertisement writing is never commendable, and to the person desiring to build up a business, it will bring disastrous results eventually. The best advertisement for any firm is a *satisfied customer.*

The following questions may be asked by any one studying an advertisement.

1. Is it attractive?
2. Is the beginning bright, strong and suggestive?
3. Does it give good reasons why the reader should buy?
4. Does it answer all possible objections?
5. Is its appeal personal?
6. Are the strongest selling points given?
7. Is it perfectly clear?
8. Is it truthful?

The preceding suggestions for advertisement writing may, to a considerable extent, be applied to the advertising letter. Make the paragraphs brief and frequent; the first will be more effective if stated interrogatively. This letter needs to be "boiled down," leaving the very essence, as it were, for time is too valuable for the busy person to waste in laboring through a long letter. Yet sufficient information must be given to convince the reader that he needs the article, and enable him to decide instantly to obtain it.

Not only should sufficient information be given to convince the reader that he needs the article, but it should be of such a nature as will enable him to decide instantly to make a purchase.

LESSON XIV.

ADVERTISING LETTER.

FIVE POINTS TO BE OBSERVED.

1. Try to develop a keen desire for the article.
2. Write from the customer's point of view.
3. Prove statements made as to its value.
4. Be enthusiastic in presenting the argument.
5. Make it easy for the customer to enclose an order immediately.

From the following suggestive list of goods select a specific article upon which to write an advertising letter.

1. Breakfast Foods
2. Soaps
3. Books
4. Woolen Fabrics
5. Groceries
6. Leather Goods
7. Canned Meats
8. Stationery
9. Roofing
10. Jewelry
11. Musical Instruments
12. Magazines
13. Real Estate
14. Automobiles
15. Agricultural Implements
16. Furniture
17. Office Devices
18. Machines—Typewriters—Sewing Machines—Washing Machines, etc.

LESSON XV.

Parts of Speech.

Words classified according to their various uses in sentences are called PARTS OF SPEECH. In the English Language there are eight; viz., Nouns, Pronouns, Adjectives, Verbs, Adverbs, Prepositions, Conjunctions and Interjections.

Nouns.

A Noun is the name of a person, place, object, state, or quality; as, Mary, San Francisco, ball, illness, brittleness.

Classes.

Nouns are divided into two classes — Proper and Common. A Proper Noun is the name given a particular person, place or thing to distinguish it from other members of the same class; as, Lincoln, Los Angeles, Bible.

A Common Noun is the name applied to each of a class of objects; as, boy, book, apple.

Concrete, Abstract, Collective and Verbal Nouns.

Common Nouns include four classes; viz., Concrete, Abstract, Collective and Verbal.

A Concrete Noun is the name of an object that may be seen; as, book, horse, man.

An Abstract Noun usually denotes an attribute abstracted (drawn from) an adjective or a verb; as, length, virtue, goodness, strength, application, etc., and is always singular in form.

A Collective Noun is a name, in the singular form, denoting more than one object of a class; as, head, company, army, jury, committee.

The Verbal Noun, or the Gerund, is a noun formed from a verb by adding ING; as, singing, painting. It may be used as;

1. Subject — Painting is delightful.
2. Object — I enjoy painting.
3. Object of preposition — I devote two hours each day to painting.
4. Predicate Complement — Seeing is believing.
5. Modified by an Adjective — Rapid painting is not always well done.

Properties of Nouns.

Person, Number, Gender, and Case are called the Properties of Nouns.

Person.

Person is the distinction of nouns to denote the speaker, person or thing spoken to, or the person or thing spoken of.

First Person — A Noun is in the First Person when it denotes the speaker, as, "I, John, have written it."

Second Person — A noun is in the Second Person when it denotes the person or thing addressed; as, "You, Mary, I mean."

Third Person — A noun is in the Third Person when it denotes the person or thing spoken of; as "James was courageous."

Number.

NUMBER is that change made in a noun which denotes one, or more than one.

Singular Number denotes one.

Plural Number denotes more than one.

Words: How to Use Them.

Study the various shades of meaning in the following, and use them correctly in sentences.

Listen means to strain the ear to catch a certain sound. *Attend,* to hold the mind fixed upon what is heard. *Hearken,* to reflect conscientiously upon what is heard. *Ought* denotes obligation, is a defective verb, and should never be used with an auxiliary; as, "She had ought to do the work." *Aught* means anything. *Naught* means nothing.

General Rules for Plurals.

1. Nouns usually form their plurals by adding s to the singular; as, boy, boys.
2. Words ending in f or fe form their plurals by changing the f to v and adding es; as wife, wives; knife, knives.
3. Words ending in y preceded by a consonant, form their plurals by changing the y to i and adding es; as, baby, babies; dairy, dairies.
4. Words ending in y, preceded by a vowel, form their plurals by adding s; as, chimney, chimneys; valley, valleys; turkey, turkeys.
5. Some nouns form their plurals by changing the form of the word; as, child, children; mouse, mice; man, men.
6. Some nouns ending in o, preceded by a consonant, form their plurals by adding es; musical terms excepted; as, calico, calicoes; echo, echoes, potato, potatoes; piano, pianos; solo, solos.
7. Some nouns ending in o, preceded by a vowel, form their plurals by adding s; as, cameo, cameos; folio, folios.
8. When a singular noun ends in the sound of s, z, x, sh, or, ch, es is added to make another syllable; as, base, bases; box, boxes; church, churches.

9. Some nouns retain the same form in the plural as in the singular; as, sheep, sheep; deer, deer.
10. To form the plurals of compounds, pluralize the part which names the object; as, tooth-brush, tooth-brushes; hanger-on, hangers-on; aid-de-camp, aids-de-camp.
11. Letters, figures and signs are pluralized by adding 's; as, a's, 4's.
12. Proper nouns form their plurals in the regular way; viz., adding s or es to the singular; as, Mary, The Marys; John, the Johns; Beggs, Beggses; Griggs, Griggses.
13. Foreign plurals imported into the English Language retain their plurals, and in many cases, when commonly used, they have two plurals; viz., a Foreign and an English: apex, apexes, apices; cherub, cherubs, cherubims; focus, focuses, foci.
14. A Prefixed title or the name following may be pluralized, but both should never be pluralized in the same sentence: as, The Misses Clark, Messrs. Thomas, The Miss Browns.

    When the title refers to several names, only the title is made plural as, Mesdames Cook, Osgood, and Gray. Drs. Hill, Carter, and Thomas.
15. Some nouns vary their plurals according to the use of the words; as, head, heads; brothers, brethren; pence, pennies; brick, bricks.
16. Nouns formed from *full* pluralize the last syllable when one spoon, or one cup is meant; if more than one, the first word is made plural and the words should be written separately; as, spoonfuls, hatfuls; two cups full.
17. Compound nouns, not hyphenated, form the plural by adding the required letter or letters to the last part of the word; as, hatbands, beehives, snowbirds.
18. When *number, half, none,* or *dollar* is used to express a unit, it is singular, but when used with an idea of several,

it is plural; as, "The number is said to be less than it was last year."

"A number of students are to be graduated today." "Half of the paper was torn." "Half of the eggs were broken." "Was there not a book for me?" "There was none." "Were the books seen on the table?" "None were seen." "Fifty Dollars was the amount paid." "Ten Thousand Dollars were paid for the work."

19. Some nouns have only a plural form, but may be used in either number; ex.: odds, pains, means; as, "By those means." "By that means." "She took no pains." "No pains were taken by the girl."
20. Some nouns have only a plural form, but are used in a singular sense; viz., news, politics, mathematics.

LESSON XVI.

Form Plurals.

topaz	buffalo	memento
fox	ally	sheaf
arch	daisy	glory
box	Monday	folio
bush	valley	relay
hero	foot	sea
cargo	half	whiff
a	wage	prince
halo	scarf	alley
octavo	roof	lily
solo	chief	city
tyro	gulf	man
embryo	fife	mouse
negro	muff	ox
hoof	echo	oat
calico	4	die

crisis	nail-brush	tea cup
datum	Lord-Justice	elipsis
four	focus	General-in-chief
fungus	index	axis
nebula	apex	Mrs. Briggs
genus	Miss Howard	schoolhouse
domino	story	hypothesis
miasma	Mary	court-martial
study	calf	aid-de-camp
piano	billet-doux	attorney-at-law
booby	hanger-on	knight-errant
wolf	pailful	man-of-war
army	Griggs	forget-me-not
tomato	gentleman	goose-quill
volcano	grotto	daughter-in-law
molasses	courtyard	spoonful
dwarf	attorney	maid-of-honor
cameo	politics	knight-templar
child	chimney	memorandum
turkey	cupful	Attorney-General
cherub	penny	German
artery	baby	people
news	deer	Charles
innuendo	fungus	wharf

LESSON XVII.

Use of Words.

Intend, to signify a desire to act. *Mean,* stronger than intend — conveys the idea of purpose as well as intention. *Propose,* to offer a plan for acceptance or consideration. *Loan* is a noun. "I shall make you a loan." *Lend,* a verb as, "He will lend the amount necessary." *Official,* one holding public office. *Office,* a place where public business is carried on.

Gender.

The Gender of a noun or pronoun denotes its sex.

The Masculine Gender denotes male; as, boy.

The Feminine Gender denotes female; as, girl.

The Common Gender denotes either male or female; as, "Her parent visited the school."

Neuter Gender denotes neither male nor female; as, "The desk was broken."

The Masculine is now frequently used for both sexes; as, Author, Doctor, instead of Authoress, Doctoress.

A Collective Noun, when referring to the objects as a whole, is classed as Neuter Gender; as, "The Committee prepared its report."

When the objects referred to are to be taken separately, the sex will be determined by the sex of the individuals; as, "The jury were out all night, and each was anxious to see his family." "Her society were all present, and each member did her utmost to make the meeting a success."

Case.

The Case of a noun or pronoun indicates whether it is used as a subject, a predicate complement, a possessive modifier, or as an object.

There are three Cases; viz., Subjective or Nominative, Objective and Possessive.

When a noun is used with another for emphasis or explanation, it is in the same case as the other noun it explains or emphasizes.

Subjective or Nominative Case.

A noun used as the subject of a verb, as an attribute complement, or independently, is in the Subjective Case; as, "Jen-

nie will sing." "That is Mary." "Girls, are you ready to recite?"

Objective Case.

A noun used as the object of a verb, the object of a preposition, or as a subject of an infinitive, is in the Objective Case; as, "Ada prepared the lesson." "Lucy went to school." "The parent told the boy to obey."

Possessive Case.

A noun modifying another noun, indicating possession, is in the Possessive Case.

LESSON XVIII.

Use of Words.

Ingenious, evincing originality, skill or cleverness. *Ingenuous,* candid, frank or open in character. *Implicate,* entanglement — always applies to that which is wrong; involve applies to that which is unfortunate. *Involve,* stronger word than implicate, ex.: "He was not implicated in the crime, though he was involved in debt." *Apt,* a person is apt who is peculiarly suited or fitted to do a certain thing. *Liable,* one is liable who is in danger of some undesirable condition. *Likely* refers to that which is probable.

Aids for Forming the Possessive Case of Nouns.

General Rule; The Possessive Case of singular nouns is formed by adding the apostrophe and s; ex.: Jane's book. Fred's kite.

Possessive.

Aids.

1. To form the possessive of plural nouns, add the apostrophe only, except when the plural is formed by a change in the word itself, then add apostrophe and s; as "Boys' hats for sale." "Gentlemen's hats were sold."
2. Singular nouns ending in the sound of s or z followed by a similar sound add the apostrophe only; as, "For conscience' sake."
3. In compound nouns the sign of the possessive is added to the last word only; as, "brother-in-law's wife."
4. Possession by several persons of the same thing requires the sign of possession after the last name only, but separate and distinct possession of a like thing requires the sign after each; as, "John and Mary's typewriter." "Frank's and Alfred's homes."
5. When one possessive is in apposition with another, the possessive form may be indicated in various ways; as, "I bought the book at Maynard's, the bookseller," or "I bought the book at Maynard, the bookseller's," or "I bought the book at Maynard's the bookseller's." The first and third are preferred.
6. The possessive of figures, letters, and symbols is formed by adding the apostrophe and s; as, 4's, t's.
7. A noun used before the gerund requires the possessive sign; as "I have no objection to John's remaining."
8. When a possessive noun is modified by a phrase, the possessive sign is added to the last word; as, "The Governor of California's Uncle."
9. In some cases a double possessive is required, in which case the possessive sign and *of* are both used; as, "The picture of John's." (John's picture.)
10. Possessive pronouns do not take the apostrophe.

11. Inanimate objects should, for the most part, have possession indicated by the preposition of, instead of apostrophe; as, "The crown of my tooth," not "my tooth's crown."
12. The phrases, somebody else, anybody else, are regarded as a whole, and take the possessive sign at the end; as, anybody else's; but whose else, not who else's, is correct.

CORRECT ACCORDING TO RULES FOR POSSESSIVES.

1. I bought the book at Smiths the bookseller.
2. My brother-in-laws house was burned.
3. This is a criticism of Johns. (John's criticism).
4. The ts top was not crossed.
5. Let all the ends thou aimst at be thy countrys, Gods, and truth.
6. He made the demand for righteousness sake.
7. He begged him for goodness sake not to take the money.
8. The ladies hats were removed.
9. The foxes dens were unmolested.
10. Down came the fierce rushing eagles wings.
11. These luminaries brightness was designed for a purpose.
12. A few miles ride brought us to the river.
13. Boys, girls, and youths clothing for sale.
14. The juries verdicts were well received.
15. The notarys seal was attached to the document.
16. Clark and Smiths contract has already expired.
17. The childrens procession was very imposing.
18. He noticed the geeses tracks in the snow.
19. The workmans representative was admitted to the hall.

20. William and Marys reign.
21. Harrys and James pleading were alike unheeded.
22. Richard and Susans home was burned.
23. Ladies and gentlemens dining rooms.
24. As this knife is not mine, it must be yours.
25. Your's respectfully.
26. Womans sphere is an exalted one.
27. Womens spheres are exalted ones.
28. It is my province to inquire; your's to command; theirs to obey.
29. He asked pay for two days work.
30. We could see the precipices edge.
31. Both Lees and Grants military manoeuvres will always be famous.
32. They sell boys hats and mens coats.
33. The book is Freds, my school mates friend.
34. I bought the wrap at Roberts and Gross.
35. My friends sister is a poetess.
36. King Edward was the Emperor of Germanys uncle.
37. We own both Websters and Worcesters dictionaries.
38. It is nobody elses book.
39. Stenographers notebooks for sale.
40. Ten days interest was due.
41. Anybody elses umbrella will do.
42. Every one must judge of his own feelings.
43. Who's else hat is it.
44. No ones else affairs are in such a condition.
45. Nobody else opinion is of any consequence.
46. Your and Whites contract was broken.
47. I paid for a six months course.
48. The is dot was omitted.
49. He did not mention John going.

LESSON XIX.

DECLENSION.

The declension of a noun is the change made in its ending to denote the different cases in two numbers.

Singular.		Plural
Sub.	Lady	Ladies
Poss.	Lady's	Ladies'
Obj.	Lady	Ladies

WOMAN

Sub.	Woman	Women
Poss.	Woman's	Women's
Obj.	Woman	Women

REFUSAL TO SEND GOODS ON CREDIT.

Assume that the last letter written to the Remington company asked for credit, and that you are writing for the above company; state that it is against the rules of your house to forward goods in compliance with *first* order, unless accompanied by cash or satisfactory references.

USE OF WORDS.

EXERCISE.

Write the following sentences, supplying the blanks with the proper synonyms:

Awaken, to arouse interest. *Excite,* to arouse affections and better powers. *Provoke,* to call forth or arouse baser passions. *Stir up,* to arouse a person or mob to rebellious action.

1. It was Professor Clark who ———— within me a desire to become a missionary.

2. My natural love for the lower animals was greatly ——— by a course in zoölogy which I took at the University.
3. It is easy for an enthusiastic orator to ——— sedition among the people.
4. The queer sayings of a child will often ——— laughter from the sternest individual.
5. The numerous American flags I saw in London ——— within me a feeling of broader patriotism.
6. The howling Roman mob was ——— to a flood of mutiny by Marc Anthony.

Healthy; good physical condition of any living organism, animal or plant. *Healthful;* anything that promotes health. *Wholesome,* refers especially to various kinds of food which are good for the health.

1. That was a fine ——— tree we saw this afternoon.
2. Riding and walking are both ——— exercises.
3. Nearly all kinds of food are made more ———by cooking.
4. In summer the climate of Rome is not very ——— because of the prevalence of malaria.
5. Bananas are more ——— when they are thoroughly ripe.

LESSON XX.

Orthography.

We hear it said that good spellers are born, not made. While the poor speller does not have the advantage of the born speller, he must leave no stone unturned to make it possible to spell well, for good spellers *can* be made.

A thorough drill upon the following will assist greatly in mastering the proper spelling.

PLURALS.

The rules for the formation of plurals have been given under the subject of NOUNS.

1. Final E (silent) of a primitive word is dropped upon taking a suffix beginning with a vowel; as, blame, blamable; obscure, obscurity.

2. Final E of a primitive word is retained on taking a suffix beginning with a consonant. Ex.: large, largely; pale, paleness.

3. Words ending in *ce* or *ge* retain the *e* before a suffix beginning with *a, i, o,* to preserve the soft sound of the consonant; as, peace, peaceable, courage, courageous; singe, singeing.

4. Words ending in *oe* retain the *e* to preserve the sound of the root; as, shoe, shoeing; hoe, hoeing.

5. A few words retain the silent *e* to prevent the confusing of them with others of similar spelling; as, singe, singeing; dye, dyeing.

6. A final *e* preceded by a vowel is sometimes omitted; as, due, duly; true, truly.

7. Words ending in *ee* drop one on taking a suffix beginning with the same letter; as, free, freest.

8. Verbs ending in *ee* retain both when taking a suffix; as, agree, agreement.

9. In derivations formed from words ending in *ie* the *e* is dropped and the *i* changed to *y* to prevent the doubling of the i; as, die, dying.

10. I before E
Except after C
Or when sounded like A
As in neighbor and weigh. — examples: receive, sleigh.

11. Words ending in two vowels retain them on taking a suffix beginning with any other vowel; as, agree, agreeable.

12. Many nouns ending in *dge* drop the final *e* of the primitive word; as, lodge, lodgment; judge, judgment; acknowledge, acknowledgment.

LESSON XXI.

General Rules for Spelling.

1. Monosyllables and words accented on the last syllable, ending in a single consonant preceded by a single vowel, double the final consonant before a suffix beginning with a vowel; as, got, gotten; beg, beggar; hot, hotter, hottest; blot, blotting; admit, admitting.

2. Final *y* preceded by a consonant, is changed to *i* before a suffix; as, busy, busiest; pity, pitiful, pitied.

3. After *t* the *y* is changed into *e* before OUS; as, plenteous, beauteous.

4. Final *y* before a suffix beginning with *i* is retained, to prevent doubling of the *i*; as, carrying, marrying.

5. Three common English words end in ceed; exceed, proceed, and succeed. All others of the class end in cede, except one which ends in sede, supersede. Those in cede are; concede, precede, recede, and secede.

6. Greek and Latin stems whose nouns end in *ation* form the adjective by adding *able;* Those ending otherwise add *ible,* but Anglo-Saxon words add able; as, admiration, admirable; division, divisible.

7. A prefix or suffix ending in double *l* generally drops one *l* in derivative words; as, usefulness.

8. The final letter of a word or prefix is usually retained before the same letter in the suffix or root; as, accidental-ly.

9. In prefixing *mis,* or *dis* to a word, the *s* is not doubled unless the syllable to which it is added begins with *s;* misspell.

10. Words ending in *ll* usually retain both when used with prefixes; as, foretell, fulfill.

11. Usually write *c with* ian, not tian; as, physician.*

12. The Latin prepositions, *ad, con,* and *in,* in uniting with certain other words to form compounds change their final consonant for the sake of euphony, to the initial letter of the other word; as, ad-breviate, abbreviate; ad-lusion, allusion; conmercial, commercial; in-legal, illegal; in-rational, irrational.

* t is retained when root word ends in t; as, Christian.

LESSON XXII.

DRILLS.

A written test should now be given upon the following words; as they are being corrected by the teacher, the different rules applied by the students in spelling the words should be called for:

abominable	seizure	mosquitoes
admirable	boxes	daubing
durable	children	dissolve
probate	formally	distaste
indispensable	territories	reference
admissible	brother-in-law	referred
divisible	safety	assuring
visible	journeys	advancement
benefited	beauteous	encouragement
committed	busily	forceful
transferred	potatoes	management
occurring	joyless	encouraging
forgotten	loneliness	changeable
preferred	mementoes	chargeable
traveler	studying	courageous
labeling	although	serviceable
misspell	vetoes	abridgment
misapply	faithful	judgment
dissatisfy	all right	acknowledgment

shoeing
truly
duly
annexes
beeves
occasionally
countries
b's
paleness
Misses Brown
plenteous
argument
mulattoes
connection
business
halos
fighting
almost
crises
gaseous
already
calicoes
marrying
disagree
cuffs
tingeing
precede
concede
intercede
recede
singing
secede
exceed
proceed

succeed
supersede
concurring
compelling
repel
expelling
extol
extolling
suffering
develop
chiefs
exceptionally
alleys
4's
arrangement
theories
dominoes
definitely
attorneys
abbreviate
likelihood
folios
musician
berrying
solos
hotter
fulfill
cargoes
usefulness
plentiful
wharfs
singeing
developing
losing

loosening
receiving
procuring
pursuing
relieving
skimming
owing
untying
disagreeable
yield
conceit
deceitful
chief
chieftain
pierce
siege
niece
originally
allies
mice
merely
monarchies
cherubim
extremely
monkeys
welcome
easily
tomatoes
physician
carrying
pianos
begging
skillful
tornadoes

beautiful	buffaloes	churches
successful	verbally	already

LESSON XXIII.

WRITE A LETTER EXPLAINING YOUR INABILITY TO FILL AN ORDER PREVIOUSLY RECEIVED.

1. State that owing to the great demand for challies and dimities, you cannot fill an order for the recipient for one week.

2. Express regret in a courteous manner, showing a willingness to accommodate your customers.

WORDS: HOW TO USE THEM.

Prepare in accordance with previous instructions:

Lonely, one is lonely when feeling shut away from others. *Solitary,* apart from others of its kind. The solitary person if possessed of mental resources need not feel lonely. *Luncheon* is a light meal. *Lunch,* to eat luncheon — as, "we lunched together." *Low-priced,* below its estimated value. *Cheap,* little value — an article may be cheap and also low-priced but not necessarily so. *Luxuriant* means superabundant, "the vine is luxuriant in its growth." *Luxurious* means contributing to ease, "she lives in luxurious ease."

PRONOUNS.

A PRONOUN is a word used in place of a noun (pro, for), to avoid awkward repetition of the noun: as, Mary, lost *her* book," instead of "Mary lost Mary's book."

THE ANTECEDENT is a word in place of which the pronoun stands. The pronoun must agree with its antecedent in person, number and gender, but its case depends upon the construction of the sentence or clause in which it stands.

Classes.

Personal, Interrogative, Relative, Adjective.

Personal.

Personal Pronouns are used to denote persons. They are divided into two classes, simple and compound. There are six simple, personal pronouns, I, (thou), you, he, she, it. I, the pronoun of the First Person, stands for the person speaking. Thou and you, the pronouns of the Second Person, stand for the person spoken to. He, she, it the pronouns of the Third Person, stand for the person spoken of.

Personal pronouns change their forms, then, to denote person, and also to denote number, gender (in the third person), and case.

A table showing the changes in the form of personal pronouns to denote person, number, gender, and case, is called Declension.

Declension of Simple Personal Pronouns.

First Person.

	Singular and	Plural.
Case — Nominative	I	We
Possessive	my or mine	our or ours
Objective	me	us

Second Person.

Common Form.

Case — Nom.	you	you
Poss.	your or yours	your or yours
Obj.	you	you

THIRD PERSON.

FEMININE.

Case —	Nom.	she	they
	Poss.	her or hers	their or theirs
	Obj.	her	them

NEUTER.

Case —	Nom.	it	they
	Poss.	its	their or theirs
	Obj.	it	them

NOTE—The possessive form of the personal pronouns *never* requires an apostrophe.

AIDS TO CORRECT USE OF ORDER.

Aid 1. When two or more personal pronouns in the singular number, but of different persons, are connected by "and", the second person precedes the first and third, and the third person precedes the first; as, "You and I are going." "You and he are going." "He and I are going."

Aid 2. When the pronouns are used together in the plural number, the first person precedes the second and the third, and the second precedes the third; as, "We and you are going." "You and they are going."

EXERCISE.

WHICH IS CORRECT?

1. You and I are going, or, I and you are going.
2. He and you are going, or, You and he are going.
3. You and he and I are going, or, He and you and I are going.

4. I and he are going, or He and I are going.
5. We and you are going, or You and we are going.
6. They and we are going, or, We and they are going.
7. We and they and you are going, or, We and you and they are going.

LESSON XXIV.

WORDS: HOW TO USE THEM.

(Follow previous instruction.)

Contagious, a disease is contagious that can be transmitted by contact with the diseased person, by touch, breath, etc. *Infectious,* an infectious disease is one produced chiefly by climatic condition though it may be applied to diseases produced by no known or definable influence of one person upon another. *Delicious,* that which affords a gratification to the senses, especially to those of taste and smell; as, delicious fruit, delicious odor. *Delightful,* the word delightful implies the gratification of a higher sense; as delightful music. *Evidence* is that which tends to show that a thing is true, including testimony of witnesses and all facts of every kind. *Testimony* signifies the statement of a witness. *Call* means to attract attention. *Invite,* to solicit respectfully to one's side. *Bid,* to urge with personal sanction. *Summon,* to command by authority. *Blame,* means to assign a fault to a person or thing. *Censure,* to reprove the person. *Condemn,* to give over for punishment as applied to persons, or to destruction as applied to things.

AGREEMENT OF PRONOUNS WITH ANTECEDENT IN NUMBER.

General Rule: A noun in the singular number must be represented by a pronoun in the singular; as, "A boy will succeed or fail according to his ambition."

A noun in the plural, or two or more connected by *and*, must be represented by a plural pronoun; as, "Men strive for what they hold most worthy." "A wheel and a shaft have been broken but they can easily be replaced."

Special Aids to Correct Usage in Number.

Aids.

1. When a pronoun refers to two or more singular nouns connected by or, either — or, neither — nor, the pronoun must be singular; as, "It was necessary that a colonel, or at least a captain should give his consent to the plan." "Neither employer nor employed can shift his personal responsibility to another."
2. When the antecedent noun is preceded by each, every, and any, the pronoun must be singular; as, "Every student must take care of his own machine." "It was a well-drilled team, in which each player had his work assigned him." "Any pupil likes to have his work praised."
3. When person (or one used in the sense of person) is the antecedent, the pronoun must be singular, masculine; as, "If a person likes his work he will do it well." "When one is sure of the right way he should follow it."
4. When the antecedent is a collective noun taken collectively (or in the singular) the pronoun must be singular; as, "The new firm will carry on its business in a larger building." "The class has decided that its banner shall be red and gold."
5. When the antecedent is a collective noun taken distributively (or in the plural) the pronoun must be plural; as, "The class could not at first agree upon a president, so they had to vote again and again."

Exercises.

Supply The Proper Pronoun.

1. Let every one turn from ..... evil ways. (Masculine)
2. The committe has read ..... report.
3. Everybody has ..... faults. (Masculine)
4. Everybody believes ..... own eyes. (Masculine)
5. Everyone knows ..... own affairs best.
6. Everyone should attend to ..... own business.
7. Everyone should do as ..... would be done by.
8. Neither Henry nor William has found ..... book. (Masculine)
9. Every bush and every tree is putting forth ..... leaves.
10. Everybody presented ..... ticket at the door.
11. Neither of us had ..... lesson.
12. Neither of them had bought ..... ticket.
13. The cavalry is efficacious and generally important because ..... is adapted for rapid movement.
14. The committee (that is the members of the committee) are unable to agree and, therefore, have not made ..... report.
15. His family is large, but he supports ..... in comfort.
16. The jury has rendered ..... verdict.

LESSON XXV.

Words: How To Use Them.

Sort signifies a particular lot or parcel not grouped according to relationship. *Kind* originally denoted things of the same family, or bound together by some natural affinity and hence a class. *Variety,* numerous things that are not necessarily alike; may be diverse, but not always. *Intellect* indicates the thinking power of the mind, including perception, memory, imagination,

understanding and intuition. *Mind* includes not only the intellect but the sensibilities. *Inventor* is a person who combines ideas into a reality for the first time. *Discoverer* is one who finds out something heretofore existing but unknown.

Dunning Letter.

Write a letter to W. H. Dearing, Trenton, New Jersey.

1. State that his account of $35.00 has been due three months.
2. Remind him that several statements of account have been sent but were evidently overlooked.
3. Heavy bills are falling due the first of the month which you cannot meet unless your accounts are properly paid.
4. Request that if he is unable to pay the bill, he forward a part now and the balance as soon as possible.
5. Express the hope that he realizes the seriousness of the situation, and will settle as soon as possible.

Agreement In Gender.

General Rule: A masculine noun must be represented by a masculine pronoun; as, "The Governor issued his proclamation." A feminine noun must be represented by a feminine pronoun; as, "Miss Willard gave her whole life to temperance work." A neuter noun must be represented by a neuter pronoun; as, "The book has its good points."

Special Aids For Correct Usage In Gender.

Aid 1. A noun of common gender requires a masculine pronoun, unless the noun is known to stand only for members of the female sex; for example, if a club, a class, a school, a society, etc., has both men and women in it, the pronoun standing for a member must be masculine; as, "Every member of the class must bring his book." Each officer

of the society must make his report." But if you are speaking of a woman's club, society, or of a class, etc., composed of girls only, the feminine pronoun, she, her, hers, should be used.

A few nouns of common gender; member, officer, teacher, physician, operator, pupil, co-worker, student, spectator, inhabitant, family, child.

Fill in the blanks below with the proper pronouns.

1. Five physicians were on the wrecked train, four men and one woman, every one of them did ..... very best to relieve the suffering victims.
2. Every member of the faculty expressed ..... approval of the student's work.
3. Every officer of the student body pledged ..... word to do ..... duty.
4. The family now consisted of a mother and four daughters every one of whom had to do ..... share towards making the living.

Use the remaining nouns of common gender in the above list in sentences of your own, representing each by a pronoun of the proper gender.

LESSON XXVI.

Case of Pronouns.

General Rule;

The general rules for the cases of pronouns are the same as those for the cases of nouns; namely, when a pronoun is the subject or attribute of a verb it must be in the Nominative case; as "The boy is clever and he knows it." "It is I."

When a pronoun shows possession as, "Parents love their children." "Mary says the book is hers," it must be in the posessive case.

When a pronoun is the object or object complement of a verb or a preposition, it must be in the objective case; as, "This pretty valley pleases them," "The soldiers called him a hero," "A close friendship exists between her and me.

Special Aids to Correct Usage in Case.

Aids.

1. The pronoun after the verb *to be,* or any of its parts, is in the same case as the noun or pronoun before the verb. "You evidently thought that he was I." "I saw a figure pass the window and thought at once it must be she." "In a case like that, if you were I, what would you do?"
   "I supposed it to be me whom you saw."
   "I supposed it to be her whom you saw."
2. Memorize the following phrases:
   "Between you and me." "Between him and me." "Between him and them." "For you or her." "For him and me." "For them and us." "All but him and me." "No one except you or her." "Everyone except them and us." "No one but her or him."
3. Remember that when two or more personal pronouns connected by any conjunction are the objects of prepositions or of participles, as in the examples just above mentioned, all of the pronouns must be in the objective case; as "meaning you or me," "helping him and her," "serving her and us."
4. The objective form of the pronoun is never used after am, was, been; as, "It was I, (not me)." "It was she, (not her)." "It was they, (not them)."
5. The pronoun preceding a gerund requires a possessive form; as, "His going was a surprise."
6. The subject of the infinitive is in the objective case. Ex.: I thought it to be him.

7. A noun or pronoun after the verb "be" in the gerundial construction (being) is in the nominative case. Example: "I had no thought of its being she."
8. The noun or pronoun that follows the infinitive "to be" when the infinitive is not a verb, is in the nominative case. Example: "It was supposed to be I."

DRILL.

It is she. It is he. It is I. It is we, It is they. I knew it to be him. I imagined it to be her. I supposed it to be them. We had no thought of its being they. It was supposed to be we.

EXERCISE.

Supply proper pronoun.

1. I knew it was ————.—Fem.
2. It was not ———— who made the noise.—Plural.
3. I doubt —— being honest.—Mas.
4. I did not know of ——— writing the letter.—Mas.
5. My father heard of ———— playing truant.—Plural.
6. You never heard of ———— doing a thing like that.—Singular.
7. These are ——— .—Plural.
8. There is no use in ——— going.—Plural.
9. We knew it was ——.—Plural.
10. He sent his regards to you and ——— .—Fem.
11. Him being rich was a point in ——— favor.—Mas.
12. Jack and —— are going to Chicago.—Singular.
13. It is ———— .—Mas.
14. Who told you it was ———— ?—Plural.
15. I supposed it to be ——— .—(3d. fem.).
16. I cannot imagine it to be ———— .—(3d. Mas.)
17. How could you suppose it to be ———— ?—(1st. sing.)
18. I should like to be ———— .—(3d. fem.)

19. Should you like to be ———— ?—(1st. plural.)
20. I had no thought of its being ——— .—(3d. Mas.)
21. They had not thought of its being —— (1st. plural.)

LESSON XXVII.

WORDS: HOW TO USE THEM.

Effect, to accomplish. *Affect,* to influence. *Prospective,* anticipated; as, a prospective student, a prospective plan. *Perspective,* the relative importance of facts or matters from any special point of view; also their presentation or description with regard to their proportional importance. *Intelligent,* active of mind; as, an intelligent reader. *Intelligible,* capable of being understood. *Discommode,* to put to trouble or annoy. *Incommode,* to inconvenience. *Inconvenience,* that which works to a disadvantage. The word incommode has superseded discommode; as, "I shall incommode you." Not "discommode you."

COMPOUND PERSONAL PRONOUN.

A compound personal pronoun is formed by adding self or selves to the simple personal pronoun; as, myself, yourself, himself, etc. The compound personal pronoun has but two uses: Reflexive and Emphatic.

REFLEXIVE.

When the act is done by the actor to himself the compound personal pronoun has a reflexive use; as, "I hurt myself." "He loves himself." "He sang himself to sleep."

EMPHATIC.

When the compound personal pronoun calls special attention to the noun or pronoun to which it refers, it has an emphatic use; as, "I myself did it," "She herself made the statement."

EXERCISE.

Supply proper pronouns—compound when possible.

1. I hurt ————.
2. He loves ————.
3. She sang ———— to sleep.
4. Vaulting ambition overleaps ————.
5. I ———— saw him.
6. He ———— said so.
7. This is only for ———— and ———— sister.
8. This is only for ————.
9. No one was there but ————.
10. He hurt ————.
11. He ———— said so.
12. He blames ————.
13. She engaged the room for ————.
14. The boy struck ————.
15. He hated ———— for saying the unkind word.

EXERCISE.

Fill the blanks with the correct form of the first personal pronoun.

1. Mary and ———— are going to the concert.
2. It was ————.
3. Mother brought Jennie and ———— a kitten.
4. She is neither better nor wiser than you or ————.
5. There was nobody there but ————.
6. She was happy and ———— too.
7. You have often seen my cousin and ———— together.
8. Between you and ———— I have lost my confidence in him.
9. He thought it was ————.
10. ———— boys are going riding.
11. May Rob and ———— have the horse.

12. Who is it? Only ————.
13. Would you do this if you were ————.
14. You sing with more expression than ————.

Fill the blanks with third personal pronouns.

1. It was not ————, but ————.
2. Have you ever seen Fred and ———— together.?
3. I thought the grey-haired lady was ————.
4. I supposed ———— was a gentleman.
5. Few girls can write as well as ————.
6. Everybody went except ———— cousin and ————.
7. What are you and ———— playing?

Fill the blanks with the proper form of the personal pronoun.

1. I am almost as tall as ————.
2. It was either ———— or ———— mother that sent the message.
3. Whom shall I send if not ————.
4. I would not do it if I were ————.
5. It was not ———— but ———— brother that ———— saw.
6. Was it ———— that came?

LESSON XXVIII.

Use of Words.

Majority a majority is more than half of the whole number. *Plurality,* is the excess of votes given to any candidate over the next highest. Of 100 votes cast 51 is a majority, if there are two candidates; but if three receive respectively 40, 36 and 24 votes, the one receiving 40 has a plurality but not a majority. *Opinion* is intellectual and is the result of a judgment on various subjects; as, science, facts, etc. *Sentiment* has to do with

matters of feeling. *Observance* is the due or proper rendering of a formal or practical recognition to rule, law, custom; as, "Proper observance of the Sabbath is urged." *Observation* has reference to an act of close contemplation with the idea of becoming acquainted with the object. *Part* is that which is less than the whole. *Portion* is generally used with some suggestion of allotment. A portion of land is a quantity in which one or more persons are interested.

Interrogative Pronoun.

An interrogative pronoun is one used in asking a question. There are three in number; who, which, and what.

Who is applied to persons and objects personified; as, "Who goes there?" "Whom did John call?"

Which refers to animals and things; as, "Which dog was black?" "Which book did you buy?"

What refers to things in an indefinite manner; as, "What is he doing?" "What did you buy?"

AID 1. Avoid using who after the verb as an object: as, "Who do you mean?" Transposed — "You do mean who." — incorrect. It should read, "Whom do you mean?"

Declension.

What and which have but one form.

	Singular	and	Plural
Case — Nom.	Who.		
Poss.	Whose		
Obj.	Whom		

Exercise.

Supply correct interrogative pronouns.

1. ———— do you suppose I saw?
2. For ———— is this?

3. From ———— is the letter?
4. ———— can be trusted.
5. With ———— was he talking?
6. ———— book was lost?
7. ———— can you send me?
8. ———— do men say I am?
9. Of ———— were you speaking?
10. To ———— did he speak?

Relative Pronon.

A relative pronoun is one that relates to a noun or pronoun, and at the same time acts as a connective.

Simple.

The simple relatives are: who, which, that, what, and occasionally, as,

Who applies to persons and personified objects: as, "The man who speaks." *Which* to inferior animals and things; as, "The dog which barks." *That,* to both persons and things; as, "The children and house that were seen have disappeared."

Who is preferred when a new fact is added; as, "I was told the news by Mrs. Gray who (and she) heard it from Mrs. Jones."

Who is usually preferred to *that* after adjective pronouns; as "There are several who will go." "There are those who wish to remain, others who prefer to go."

Who is preferred if the relative and verb are separated; as, "There are students who, though slow to learn and who progress at a moderate speed, never yield to discouragement."

Who is preferred when the antecedent is already restricted; as, "The teacher from San Francisco who had been invited to address the class, is unable to be present."

Which is preferred when a new fact is added; as, "The dog was lame, which (and it) caused him to walk slowly."

That is preferred after adjectives in the superlative degree; as, "He is the brightest boy that I saw in school."

That is preferred after the interrogative pronoun who, and often after personal pronouns; as, "Who that heard the remark would repeat it?" "I that speak am he."

That is preferred when reference is made to both persons and things; as, "I saw the performers and the animals that were in the circus."

That is preferred when there is doubt as to whether who, that, or which should be used.

That may be used in some cases when the sense is restrictive; as, "It was not she that I saw."

NOTE.—Avoid using what for that; as, "I do not know but what she will go."

Compounds.

Compound relatives are formed by adding ever and soever to who, which, and what.

Declension.

Who and which are the only declinable compounds.

	Singular	and	Plural
Case —	Nom. Who		
	Poss. Whose.		
	Obj Whom		
	Singular	and	Plural
Case —	Nom. Which		
	Poss. Whose.		
	Obj. Which.		

Supply Relative and Interrogative Pronouns.

1. ———— do men say that I am?
2. ———— do you think gave this to me?
3. Men ———— are rich should assist the poor.
4. I am he ———— is not afraid of work.
5. This is the man ———— we sent for.
6. This is the child ———— I heard crying.
7. All ———— he described was true.
8. I cannot believe ———— I shall go.
9. He knows ———— were.
10. ———— do you mean?
11. ———— do you suppose is in the other room?
12. ———— shall you invite?
13. I know a gentleman ————, I think, I can safely recommend.
14. It is he ———— addressed us at the meeting.
15. For ———— is this?
16. Do you know any one ———— you can recommend.
17. Have you ever met any one ———— you could wholly trust?
18. A man called yesterday ————, I think, will do the work for you.
19 ———— can you recommend for the position?
20. I gave it to the gentleman ———— you thought was Mr. James.
21. Do you know any one ———— you think would be able to do the work?
22. Have you ever met any one ———— you could trust to do the work?
23. Do not say a word to any one ———— you feel would mention the matter.

LESSON XXIX.

Use of Words.

Transpired, to make known. *Occurred,* to happen; ex.: "after the accident occurred, it transpired that the boy had been supporting an invalid mother in the East." *Abbreviation* is a shortening by any method. *Contraction* is the reduction of size by the drawing together of the parts. By omitting certain letters or syllables of a word its contraction may be made, as, "don't." *Room,* a space for occupancy. *Space,* a limited portion of extension or distance not necessarily occupied. *Ground,* the enclosed space appertaining to a mansion or estate. *Locality,* a definite place or district. *Appertain,* to belong as by right, fitness, association, classification, possession, natural relation or the like; as, "a house and everything appertaining to it." *Pertain,* to have reference — necessary relation; ex.: "That pertains to another matter." *Honorable,* worthy of honor. *Honorary,* conferring honor. *Perceive,* is to become conscious of an object through the senses. *Believe,* a person believes a statement when he accepts it as true on other grounds than personal observation and experience. *Discern,* to see an object apart from all others.

Adjective Pronouns.

AN ADJECTIVE pronoun is an adjective used as a pronoun, or with the noun omitted.

The adjective pronouns are many; a few are, some, one, all, few, many, both, either, none, neither, every, etc.

Declension.

Only five change their form.

THIS

Singular	Plural
this	these
that	those

ONE

Common form —	one	ones
Poss. "	one's	ones'

OTHER

Common form —	other	others
Poss. "	other's	others'

ANOTHER

Common form —	another	
Poss. "	another's	

Supply with Adjective Pronouns.

1. ———— was asked to give her opinion.
2. I wish ———— to study his lesson.
3. ———— will attend the convention.
4. ———— are going home.
5. ———— will do.
6. There was only ———— there.
7. ———— would like to do so.
8. Is there ———— to help?
9. ———— is sometimes at a loss to know what to say.
10. ———— like him and ———— do not.
11. If ———— would like to speak, now is the time.
12. ———— is my book.

13. ———— book is mine.
14. ———— is my pen.
15. ———— pen is mine
16. ———— are your books.
17. ———— books are yours.
18. ———— are my books.
19. ———— books are mine.
20. ———— applicant is to write his name.

TELL WHEN THE WORDS IN ITALICS ARE USED AS PRONOUNS AND WHEN AS ADJECTIVES.

1. The *other* girl was here.
2. The *other* will do.
3. There are *several* persons here.
4. A *certain* young man, whom I shall not name, called this evening.
5. *All* the boys were at home.
6. He invited *certain* of his friends.
7. He invited *several.*
8. I invited *all* to come.
9. *Some* bookkeepers do neat work.
10. *Many* books were sent.
11. If there are no books I shall order *some.*
12. *None* are to be found.

LETTER.

DUN NO. 2.

1. Express your disapproval of delay.
2. State your intention of taking extreme measures for collection.

LESSON XXX.

USE OF WORDS.

Proceed, — to go forth. *Precede,* — to go before. *Recommend,* — to commend to the favorable notice of another. *Recommendation,* — that which commends to favor. *Stationery,* — article sold by stationer. *Stationary,* — not moving from one place; fixed. *Epistle,* — a written message more formal than a letter; it is usually applied to ancient writings of sacred character or literary excellence. *Note,* — a brief written statement — something to call attention. *Message,* — a communication containing advice or information, — may be either oral or written. *Decide,* — to bring to a conclusive result. *Determine,* — to influence or resolve, — broader in meaning than decide. *Fix,* — to make sure. *Settle,* — to adjust differences; to put in order that which has been disarranged.

ADJECTIVE.

An ADJECTIVE is a word used to describe or define the meaning of a noun; as, a *dirty* typewriter.

CLASSES.

Adjectives may be divided into *TWO CLASSES*: *Descriptive* and *Limiting.*

DESCRIPTIVE.

An adjective used to describe an object is called a descriptive adjective; as, a *white* hat.

LIMITING.

A limiting adjective is one that denotes some limitation or restriction of the object named by the noun: as, Three stenographers. This hardware store.

LIMITING.

Limiting adjectives are divided into three classes, articles, numerals, and pronominals.

ARTICLES.

The limiting adjectives, *a, an,* and *the,* are usually called articles; *the* is a definite article and *a* and *an* are indefinite.

NUMERALS.

A numeral is a limiting adjective used to denote a definite number; as, one boy; forty books; first house.

PRONOMINALS.

A pronominal adjective is a pronoun used as an adjective: as, that lesson; those books.

Pronominal adjectives may sometimes be Distributive; as, each, every, either, and neither. Demonstrative; as, this, these, those, yonder, former, latter; or Indefinite: as, some, any, none, other, and another.

COMPARISON. Comparison is that change made in some adjectives to express different degrees of quantity and quality.

There are three degrees of comparison, the POSITIVE; as, sweet; the COMPARATIVE, sweeter; the SUPERLATIVE, sweetest.

AIDS.

1. Adjectives of one syllable, and many of two syllables add *er* to the positive to form the comparative, and *est* to form the superlative; as, bright, brighter, brightest; happy, happier, happiest.

2. Adjectives of two syllables ending in *le* or *y*, accented upon the first syllable, and many ending in *ow* and *er* are also compared by adding *er* or *est;* as, noble, nobler, noblest; healthy, healthier, healthiest; shallow, shallower, shallowest.

3. Most other adjectives of two syllables, and all adjectives of more than two syllables form the comparative and superlative degrees by prefixing *more* and *most,* or *less* and *least* to the simple form of the adjective; as, beautiful, more beautiful, most beautiful.

4. Some adjectives are compared irregularly; as, good, better, best; bad, worse, worst; little, less, least. More and most are used when two or more qualities are compared; as, "She is more witty than wise."

General Rules for the Agreement of Adjectives.

1. Adjectives that indicate unity or plurality must agree with their nouns in number; as, that kind, these kinds. This and these denote an object as near at hand; that and those, an object not near.

2. The adjectives each, every, either, neither, are used with nouns in the singular only; as, "Each student was in his place." "Neither boy was there." The phrase "each other" is usually appled to two objects, and one another to more than two; as, "The two children helped each other." "We should love one another."

Either and neither usually refer to two things only; as, "Neither of the two was present."

ARTICLES.

Aids.

1. When two or more adjectives relate to a noun denoting one and the same object, the article is used before the first only; but if two or more objects are intended, the articles are repeated and a plural verb used; as,

   A black and white dress was shown. (one dress.)

   A black and a white dress were shown. (two dresses.)

2. The use of *a* or *an* after *kind of* or *sort of;* as, "This is the right kind of an apple," is unnecessary and should be avoided.

3. When two or more nouns following each other do not denote the same thing, but may be so associated in thought as to form a whole, the article may be used before the first noun only, and a singular verb used; as, A new doll and cart has been bought.

4. *A* is used before words beginning with a consonant sound; *an* before words beginning with a vowel sound and before nouns beginning with *h* when the accent is on the second syllable; as, a man, an orange, an heir, an historian.

5. When two or more nouns are repeated, the article is not repeated if the nouns denote the same person or thing; but if different persons and things are indicated, the article must be repeated before each noun; as, "She is a better stenographer than the bookkeeper." (Different person). "She is a better stenographer than bookkeeper." (One person).

6. In a series of adjectives of equal rank the shortest and simplest should generally be placed first; as, "She is a younger but more intelligent person."

LESSON XXXI.

Use Of Words.

Acid is a concentrated corrosive sourness. *Sour* refers to a milder form of acidity than acid. Buttermilk is sour; lemon juice is acid. *Active* expresses a tendency toward employment — it implies energy. *Busy* means closely or diligently employed and implies attention to one's work. *Adjacent* means lying near, without touching. *Adjoining,* touching at a single point. *Contiguous,* touching at one or more sides. *Abundant* is used with reference to the quantity of the supply and without reference to the source. *Copious,* an abundant giving forth. *Plentiful* is limited to physical things, strictly. A harvest may be plentiful, a stream copious, and our gratitude abundant. *Artful* has reference to the use of such means for one's own purpose as are hidden from the observation of others. *Deceitful* pertains to a deliberate purpose to lead others astray. A man may deceitfully resort to falsehood to gain his end. *Designing* denotes the exercise of artful conduct to scure certain results. The designing person is always laying plans for accomplishing some end in the future. *Authentic,* having authority: *Genuine,* real or true. A history may be authentic; butter genuine.

Letter Of Introduction.

1. Introduces the bearer to some other person with whom the writer is acquainted, but who is a stranger to the bearer.
2. Written for the purpose of establishing relations conducive to their mutual interests and advantage.
3. Carries with it an implied attitude of esteem and trust on the part of the writer to the bearer, who is worthy of any confidence reposed in him.
4. Present it to the person to be introduced.
5. The envelope should be unsealed.

COMPARISON.

Aid

1. The comparative degree is used when two objects or clauses are compared; the superlative when more than two are compared; as, "Jane is taller than Tom." "Clara is the tallest of the class."
2. When the comparative is used with *than,* the thing compared must always be excluded from the class of things with which it is compared; hence *other* must accompany *than; as,* San Francisco is larger than any other city in California.
3. When the superlative degree is used, the class that furnishes the object of comparison, and that is introduced by "of," should always include the thing compared as "Smoking is of all vices the most expensive."
4. Double comparison should be avoided: "I am growing more stronger every day."
5. Some adjectives do not admit of comparison; as, superior, perpendicular, full, dead, perfect, square, round, universal.
6. When it is desired to express an approximation of comparison with adjectives that do not admit of comparison *more nearly* or *most nearly* should be used; as, This glass is more nearly full than that one. John's line is more nearly perpendicular than mine.
7. When a verb asserts an action on the part of the subject, the qualifying word that follows the verb is an adverb; but when the verb asserts merely a quality of the subject or its existence in a certain state, if any part of the verb "be" (am, was, been,) or "become" can be substituted for the verb, the following word should be an adjective; "Lucy feels (is) bad." "Mary looks (is) beautiful." "The apples taste (are) sweet."

8. When two adjectives limiting the same noun are joined without a conjunction, that adjective modified by the other, should be placed nearest the noun; as, "A pretty little bird," not "a little pretty bird."
9. When several adjectives limiting the same noun follow one another, and are separated by a conjunction, the simplest is placed first. "The girl whom you see is younger and more beautiful than her sister," not "The girl whom you see is more beautiful and younger than her sister."

CAUTIONS.

1. When two negative words are used in the same clause the second destroys the first: "I cannot find no book."
2. Do not use an adjective when an adverb should be used; "real" for "very", "I am real glad to see you."
3. Lesser is now rarely used for comparative form, less being the correct form. "Of two evils choose the less." "He is a lesser light," is allowable, however.

Choose correct word.

1. She dressed neat or neatly.
2. Do you write plainly or plain?
3. The rose smells sweet or sweetly?
4. She feels badly or bad?
5. The egg boiled soft or softly?
6. He acted bad or badly?
7. I feel badly or bad over your misfortune?

EXERCISE.

1. There were less than twenty people there.
2. Every pair of curtains and every yard of curtain material are included.
3. He does not use good grammar.

4. He is the right kind of a teacher.
5. A young, honest, industrious stenographer is wanted.
6. The world does not want those kind of bookkeepers.
7. He engaged a capable and an industrious assistant. (one person)
8. We have just received a fresh consignment of berries.
9. The two children love one another.
10. The five girls divided the apples among each other.
11. I was real glad to go.
12. None of her friends was there.
13. Neither of the boys are going.
14. If you are fond of those sort of things you may have them.
15. Sew the buttons on good and strong.
16. How are you getting along? Oh, pretty good.
17. He sings an awful lot.
18. How sourly those apples taste.
19. Tom came latest.
20. This is the most perfect drawing I have seen.
21. Do not buy any more of those sort of pencils.
22. Which is the heaviest, hers or mine?
23. Neither of the three methods is correct.
24. I have three kind of pens.
25 He had twenty variety of pens.
26. I think you acted foolish in refusing it.
27. This is the most perpendicular of three lines.
28. A more happier student is seldom found.
29. She is a graduate from the Industrial and the Classical departments.
30. What kind of a book did you buy?

Use of Words.

Brilliant is a stronger term than bright. It is shining with intense or sparkling brightness which shines with a changeful play. *Bright* is used in a variety of meanings,—shedding light,

reflecting light, etc. *Clean* means free from filth or that which is foul. In a moral sense it means that which is free from evil. *Cleanly* denotes a disposition to be physically clean. It has reference to the habit. One is *qualified* by training or otherwise, if he has a special aptitude for certain work. He is *competent* when he has simply the natural powers. *Diffidence* is the positive distrust of one's self. *Modesty* is the absence of any tendency to overestimate one's self. *Bashfulness* is excessive or extreme modesty. *Reserve,* keeping to one's self.

LESSON XXXII.

VERBS.

A verb is used to express action, being, or state of being; as, "John reads his lesson."

CLASSES.

With regard to their use, verbs are divided into three classes; Transitive, Intransitive, and Attributive.

A Transitive verb in the active voice requires an object to complete its meaning; as, "Mary lost her book." "The student learned his lesson."

An Intransitive verb does not require an object to complete its meaning; as, "Mary sings."

An Attributive verb is one that asserts something of the subject and connects that assertion with the subject; as, "Chalk is brittle." "Sugar is white."

Give examples illustrating each of the above.

MODIFICATION.

The modifications of a verb are Voice, Mode, Tense, Person, and Number.

VOICE.

Voice is a form of the transitive verb denoting whether the subject acts, or is acted upon. There are two voices, active and passive. The active voice represents the subject as acting upon an object; as, "John struck William." "Tom caught the ball."

The passive voice represents the subject as receiving the act; as, "William was struck by James." "The ball was caught."

MODE.

Mode indicates the manner of asserting the action. There are five modes: Indicative, Potential, Imperative, Subjunctive, and Infinitive.

INDICATIVE.

The indicative mode asserts a fact. "Birds sing." "Lucy studies."

POTENTIAL.

The potential mode asserts the power, liberty, possibility, or necessity of action or being and this mode uses may, can, must, might, could, would, or should, as part of the verb.

IMPERATIVE.

The imperative mode asserts the action or being as a command or an entreaty; as, "John, study your lesson."

SUBJUNCTIVE.

The subjunctive mode asserts the action or being as a mere condition; as, "If it rains, I shall remain at home."

INFINITIVE.

The infinitive mode expresses the action or being without affirming it; as, "To study." "She arose to recite."

Note.—The subject of a verb in the infinitive mode is always in the objective case.

The infinitive has two uses, that of a verbal noun and that of a verb; as, "I told him not to fail" — As the subject — "To fail now would be a disgrace." — As an object — "I do not want to fail." — As predicate complement — "His weakness is to fail to spell correctly." — As the object of a preposition — "He meant to fail."

TENSE.

The tense of a verb denotes the time of the action or being. There are six tenses, the Present tense, the Past tense, the Future tense, the Present Perfect tense, the Past Perfect tense, and the Future Perfect tense.

PRESENT TENSE.

The Present Tense denotes action or being as present; as, "I study."

PAST TENSE.

The Past Tense denotes the action or being as past; as, "I studied."

FUTURE TENSE.

The Future Tense denotes the action or being as yet to come; as, "I shall study."

PRESENT PERFECT TENSE.

The Present Perfect Tense denotes the action or being as completed at the present time; as, "I have studied."

PAST PERFECT TENSE.

The Past Perfect Tense denotes the action or being as completed at some past time; as, "He had studied."

Future Perfect Tense.

The Future Perfect Tense denotes the action or being to be completed at some future time; as, "I shall have studied."

Person and Number.

Person and Number as applied to verbs indicate the form to be used with each number and person of the subject.

Form.

Verbs are divided in respect to forms into two classes; — Regular and Irregular.

Regular.

The regular verb is one that forms its Past Tense in the indicative mode, active, and its past participle, by adding *ed* to the present; as, Present, act; Past, acted; Past Participle, acted.

Irregular.

An irregular verb is one that does not form its Past Tense in the indicative mode, active, and its past participle by adding *ed* to the present; as Present, go; Past, went; Past Participle, gone.

Conjugation.

Conjugation is the regular arrangement of all the forms of the verb through all the modes and tenses.

Auxiliary Verbs.

Auxiliary verbs are those used in the conjugation of other verbs.

The auxiliaries are *be* and its variations, did, do, have, had shall, should, will, would, may, might, can, could, and must.

LESSON XXXIII.

USE OF WORDS.

Great implies magnitude and may be applied to character as well as to concrete objects. *Grand* implies the idea of excellence. *Magnificent,* majestic in appearance; befitting the great, as in deeds, manners or surroundings; great in effect, promise or import. *Sublime* refers to objects of nature, including the ideas of loftiness and awe. *Aged* refers to people who are old. *Ancient* has to do with things existing at a distant period. *Antique* refers to objects of an ancient period. *Antiquated* means old-fashioned.

AIDS FOR THE AGREEMENT OF VERBS.

1. A verb must agree with its subject in number and person; as, "The book is on the table."
2. A collective noun requires a singular verb when reference is made to the body or collection as a whole; but when the individuals are referred to, a plural verb is required; as, "The committee has sent in its report." "The committee were not agreed."
3. When a verb has two or more subjects connected by *and,* denoting plurality of ideas, it must agree with them in the plural; as, "My table and typewriter are dusted."
4. When a verb has two or more singular subjects connected by *or* or *nor,* it must agree with them in the singular; as, "Either Grace or Henry has the book."
5. A verb having two or more subjects of different number connected by *or* or *nor,* agrees with the subject nearest to it, and is understood with the rest in the person and number required; as, "Neither his pencil nor his books are here."

6. When the subject of a verb is a relative pronoun, the number of the verb is determined by the number of the antecedent; as, "A boy who improves his mind will succeed."
7. Two connected subjects, one affirming, the other denying, belong to different propositions, and the verb must agree with the affirmative subject; as, "The boy, not the girls, is ready to recite."
8. When the verb separates its subject, it agrees with the subject which precedes it and is to be understood after the others; as, "John was here, and Frank and Lucy."
9. Two or more subjects connected by *and,* but preceded by *each, every, any,* require a singular verb; as "Each boy and each girl was silent."
10. When a subject is limited by two or more adjectives, it is in the plural if each adjective is preceded by an article, but in the singular if there is but one article used; as, "The shorthand and the bookkeeping department have their work well arranged." "The shorthand and typewriting department was visited by the committee."
11. When a singular subject is followed by "as well as" a singular verb should always be used; as, "John, as well as Mary, is to blame."
12. When one of the subjects is to be made emphatic, the singular verb is required if the subject to be emphasized is singular, otherwise, the plural verb should be used; as, "Not joys, but sorrow, has been his portion in life." "Joys not sorrow, were in his heart."
13. When a singular subject is modified by a phrase introduced by the preposition "with" a singular verb should always be used; as, "The child, with her dog, was found near the river."
14. A modifier of the subject of the sentence does not affect the form of the verb; as, "Twenty pounds of sugar cost a dollar."

15. When the indefinite *there* is the subject, the verb conforms to the number of the noun or pronoun following; as, "There are a few questions I wish to ask." "There is but one thing to be done."

Choose correct form.

1. My scissors (need, needs) repairing.
2. (Was, were) you here yesterday?
3. The meaning of these letters (is, are) not clear.
4. The pupil who (study, studies) earnestly will make progress.

EXERCISE.

1. On the table there ———— neatly and handily arranged two pipes.
2. The introduction of such beverages as tea and coffee ———— not without ———— effects.
3. Neither John nor Henry ———— to go.
4. John or Henry ———— to go.
5. Everybody ———— there.
6. He don't know me.
7. Each of the pupils ———— suspended.
8. Not one of them ———— convinced.
9. The wind ———— very hard.
10. Measles ———— broken out and half the school ———— absent.
11. I ———— to stay here.
12. I ———— loan you the money.
13. Either you or I ———— in the wrong.
14. Grace as well as Emma ———— going tomorrow.
15. There ———— thirty days in September.
16. Ten tons of hay ———— $200.00.
17. Neither the boy nor his parents ———— here.

18. The stenographer, not the bookkeeper ———— to blame.
19. The manager, not the assistants ———— responsible.
20. The child ———— at the parade, and her father and mother.
21. The teacher as well as the pupils ————there.
22. Not success but failures ———— shadowed his life.
23. The professor, with his son, ———— spending vacation in the mountains.
24. There ———— nothing I can do.
25. There ———— more pupils present than we expected.

LESSON XXXIV.

Use of Words.

Proficient pertains to skill acquired. *Efficient* pertains to the quality that brings all one's power to bear promptly to the best purpose on the thing to be done. *Relate,* to recount particulars, bringing into relation or connection of one with another. *Tell,* to communicate knowledge by word or mouth. *Narrate,* to tell either in speech or writing, in successive order the details of. *Rehearse,* to repeat that which has already been spoken. *Trust,* a confidence in the reliability of persons or things without special or careful investigation. *Faith* is a union of belief and trust, is chiefly personal. *Confidence* is a firm dependence upon a statement as true, or upon a person as worthy. *Belief* is the acceptance of something as true on other grounds than personal experience and observation. In religion a distinction is made between intellectual *belief* of a religious truth and *belief* of the heart. *Empty,* that which contains nothing is empty. Usually applied to common or homely things, as an empty dish. *Vacant* has reference to rights or possibilities of occupancy, and relates to things of dignity.

MODE.

Aids.

1. Instead of the present subjunctive forms, "If I be," "If he be," "If it be," the indicative forms are generally employed; but the subjunctive forms, "If I were," "If he were," are employed by the best speakers and writers. "If I (he, she, or it) was" is correct, when the words "and I (he, she, or it) was" can be supplied. "If I (he, she, or it) were" when the words "but I am not (or he, she or it is not)," can be supplied; as, "If I was mistaken, (and I was), then I am sorry." "If I were mistaken (but I am not), I should make an apology."
2. The infinitive sign *to* should never be used for the full form; as, "I have not spoken about it and do not intend to," should be "I have not spoken about it and do not intend to do so.
3. The present tense of the infinitive should follow verbs expressing hope, intention, desire, command, or expectation; as, I had hoped to meet you," not "I had hoped to have met you." "I had meant to call," instead of "I had meant to have called."
4. The sign "to" must not be separated from the remaining part of the infinitive; as, "He will try to pay promptly." not "He will try to promptly pay."
5. When the infinitive refers to a time prior to that of the principal verb, the perfect infinitive is used; as, "I am thankful to have had this opportunity."

EXERCISE.

1. I am delighted to see her.
2. I am delighted to go.
3. I am happy to meet her.
4. I am sorry to go before seeing her.

5. I regret not seeing her.
6. I am glad to greet her.
7. I am happy to meet you.
8. I am pleased to oblige you.

TENSE.

Aids.

1. In complex sentences, the time indicated by the verb of the dependent sentence must not conflict with that indicated by the verb of the principal sentence; as, "I shall type when she comes."
2. Usually when the tense of the principal verb is present, that of the subordinate verb is present, and when the tense of the principal verb is past, that of the subordinate verb is past; as, "He says he is ill." "He said he was ill."
3. When the time of the principal verb is past, that of the subordinate verb must not be present, unless the subordinate sentence states a fact that is unchanging and universal; as, "He said he was studying shorthand." "He said that three and three make six."
4. In passive verb phrases and phrases denoting complete time, the perfect participle of the verb is used; as, "I have seen nothing of the book."

LETTER.

REQUEST FOR EXTENSION OF TIME.

1. State that owing to the dullness of trade, you find yourself unable to meet payment for merchandise bought last month.
2. State that some of your best customers disappointed you.
3. Give assurance of brightening prospects, and of your expectation that you will be able to pay in a short time.
4. State that if the time can be extended one month, you feel confident that you can discharge the obligation.

EXERCISE.

1. What did you say ———— the capital of Ohio?
2. He says nine times nine ———— eighty-one.
3. I have not ———— the city.
4. I have ———— the work.
5. I ———— the work.
6. She would have liked to ———— (go or have gone).
7. I had meant to ———— (write or have written).
8. If I ———— in your place I should remain.
9. If the cup ———— on the shelf (and it was) I heard it fall.
10. I have said nothing about it and do not mean to ————.

AUXILIARY.

Aids.

1. When two or more auxiliary verbs are used with reference to one principal verb, the auxiliaries and the principal verb must be in concord; as, "I have studied and shall always study my lessons." not "I have and shall always study my lessons."
2. *Shall* in the first person, *will* in the second and third, express simple futurity, also condition beyond the control of the will; as, "I shall sing." "He will sing." "She will sing." But *will* in the first person, and *shall* in the second and third, express determination; as, "I will go." "He shall go." "They shall go."
3. *Should* in the first person, *would* in the second and third persons, express simple contingent futurity, also a condition beyond the control of the will: "I should." "You would." "He would."

   Would in the first person and *should* in the second and third persons express contingent promises, willingness, resolution; "I would not forgive him." "You should study it."

4. The auxiliary that is required in the answer must be used in the question, when the person spoken to decides the question or controls the speaker; as,

QUESTION.		ANSWER.
Will you go?	Determination	I will go.
Shall you come?	Promise	I shall come.
Shall he come?	Determination	He shall come.
Should you go?		I should go.
Should they go?		They should go.
Will they go?		They will go.

5. *Should* is used to express propriety or expediency and *ought,* moral obligation: as, "Students should keep their desks in order." "Students ought to obey the rules of the school."
6. In a direct quotation *would* and *should* are used as in independent constructions; as, He said, "If I should," etc.
7. In subordinate clauses, after "if", "though", although", "when", "until", etc., should (or shall) is used in all three persons unless the subject is thought of as wishing or consenting, when would or will is correct; as, "If I should sing he would be happy." "Would that this trouble had never come."
8. *May* or *might* expresses permission or possibility — *may* being used in the present and *might* in the past tense; as, "I may leave Monday." "I might have gone last week."

   There is no essential difference between the use of may and that of might, the words being used according to the tense form required; as, "I may go if I can find some one to take my place," or "I might go if I could find some one to take my place."
9. Can and could express ability; as, "I can climb that pole" or "He could have won the race."

SUGGESTIONS.

1. Little trouble will be experienced if the pupil remembers that the words lie, rise, sit, fall, are used when the body possesses the power to act; as, "I sit." While the verbs lay, raise, set, fell, are used when the power is applied to the body; as, "I raised the boy." "He set the chair here."

Of the first group we have:

INTRANSITIVE	TRANSITIVE.
Lie — lay — lain	Lay — laid — laid
Rise — rose — risen	Raise — raised —raised
Sit — sat — sat	Set — set — set
Fall — fell — fallen	Fell — felled — felled

2. The following verbs are sometimes confused — flee, fled, fled, (to run away). Fly, flew, flown (To move in the air). Flow, flowed, flowed, (to move by gravity as a liquid).
3. The following verbs should never be used with has, have, or had. When such use is desired, change the "a" to "u". Sank, drank, sprang, sang, began.
4. Never use has, have, had with got.

Use flee, fly, flow, in the following sentences.

1. The thief ———— from justice.
2. The whole valley was ———— with water.
3. The bird has ———— .
4. The house was ———— by birds.
5. The hounds ———— the track.
6. The air was filled with ———— timber.
7. The water has ———— over the bridge.
8. The engine fairly ———— along the rails.

Use shall or will.

1. I ———— consider it a favor.
2. I am resolved that I ———— do it.
3. ———— I go to Europe or not? You ———— .
4. He ———— sit and read for hours.
5. He ———— pay his bills. (Promise.)
6. We ———— pay our bills. (Determination.)
7. I ———— keep my promise. (Determination).
8. Mother says that you ———— have a pleasant visit.
9. ———— you be glad to go. I ————.
10. I ———— will be sixteen in June.
11. I ———— deliver your message and you ————soon know my decision.
12. Trusting that we ———— have an early reply, we are.

Use should or would.

1. He ———— go. (meaning obligation.)
2. He cannot come if I ———— go.
3. ———— that I were rich.
4. You ———— not use such language.
5. She ———— start in spite of the rain. (determination.)

Use some form of each of the following: drink, sing, ring, begin.

1. I ———— a glass of water before breakfast.
2. I have ———— all the water in the pitcher.
3. I ———— several songs last evening.
4. She has ———— the latest songs to an interested audience.
5. I ———— this letter yesterday.
6. They ———— to think that he did not intend to go.
7. I had ———— several glasses of water today.
8. Has the bell ————?
9. She ———— the bell.

10. Has he ———— all the water in the pitcher?
11. He ———— the work yesterday.

Use can, may, or might.

1. I shall speak to my countrymen, if I ————.
2. ———— I climb the roof.
3. ———— I go? You ————.
4. Who ———— resist his pleadings.?
5. Water ———— not flow up hill.
6. No one ———— solve the problem of life.
7. Teacher, please ———— I be excused?
8. ———— the Eskimos live in the tropics.
9. He whose legs are sound ———— walk, but he ———— not walk on the grass.

Use lie or lay.

1. John ———— on the bed.
2. My road ———— through France.
3. The book ———— on the table.
4. Let it ———— there, while I ———— down to rest.
5. He has ———— there all day.
6. Let it ———— there.
7. The old lady has gone to sleep, while ———— there.
8. We have ———— our plans.
9. Please ———— that down.
10. I was so tired that I ———— down to rest.
11. I was so tired that I ———— me down to rest.
12. If one is sick he should ———— down.
13. These eggs were ———— yesterday.
14. ———— the books on the table and let them ———— there.

Use raise and rise.

1. He ———— himself with difficulty.

2. The river has ———— .
3. The river has ———— the bridge.
4. My bread will not ———— .
5. We ———— the log.
6. The ———— of the water caused the log to ———— .

Use fall and fell.

1. Are they going to ———— the tree?
2. He ———— the tree yesterday.
3. The tree was ———— by the wind.
4. I am glad you have ———— in with good company.
5. The baby ———— down stairs.
6. The woodmen had ———— the tree before the overseer arrived.

Use set and sit.

1. Henry ———— out on a long journey.
2. The hen is ————.
3. He is as cross as a ———— hen.
4. John was ———— the hen on her nest.
5. Your coat ———— well.
6. The boy ———— the plants on the table.
7. He ———— still for an hour.
8. ———— the lamp on the stand.
9. The jury ———— for three days.
10. Court ———— the first Monday in October.
11. One ———— a hen and she ———— on the eggs.
12. The ———— of eggs was sold at a high price.

LESSON XXXV.

PARTICIPLES.

A participle is a word derived from a verb, and is used either as a modifier or a verb; as, "singing."

The Participle and its Forms.

The Participle has two forms, present and perfect. The present participle expresses action or state in progress and is formed by adding "ing" to the simple form; as, "thinking, seeing," The past participle expresses the action or state either as completed in the past or just completed and is sometimes called the perfect participle.

Uses.

The Participle has two uses; that of a modifier and that of a verb. When used as a modifier, it may be: (a) a Verbal adjective; as, "The boy, studying continually, injured his health." (b) an Adjective purely; as, "The singing bird fell from its perch." When used as a verb the participle may express action or state with a noun in the Nominative case, which is known as the absolute or independent construction; as, "The boy having studied knew his lesson." (c) An Attribute Complement; as, "The child is laughing."

Helps.

1. A participle used as an adjective modifier should never be used without a subject; as, "Hoping to receive an early reply, Yours truly," correct form, "Hoping to receive an early reply, I am Yours truly."
2. The noun or pronoun preceding the gerund must be in the possessive case; as, "The boy's being ill changed our plans."
3. When a transitive participle, used as a noun, is limited by some preceding word, the preposition *of* is required to govern the object following; as, "Much studying of the shorthand principles, will enable you to master the subject."

4. When the transitive participle is not limited by a preceding word, the preposition *of* should not be used. "Studying shorthand principles thoughtfully, has put him ahead of the class."
5. That the use of the participle and the infinitive may not confuse you, the following may be of use: (a.) After the verb that signifies to omit, to avoid, to prevent, etc., generally use the participle; as, "He will avoid singing if possible." (b.) After verbs that signify to try, or to intend, generally use the infinitive; as, "I tried to study." (c.) After the various forms of the verb begin, commence, desist, practice, generally use the participle; as, "I began typing at eight o'clock."
6. The participle should not be used when an ordinary noun, a verbal noun, a verb in the infinitive, or a substantive phrase or clause expresses the meaning more accurately or more clearly; as, "It is easier listening than speaking" — should be "It is easier to listen than to speak.

Exercise.

Misused Participles.

1. The reading good books improves the mind.
2. The learning shorthand requires patience.
3. The educating children is a responsible undertaking.
4. Observation the rules of health will enable us to avoid sickness.
5. It is easier asking questions than answering them.
6. I intend staying all day.
7. No one likes being in debt.
8. We were just discussing of the propriety of doing so.
9. The careful studying lessons will bring good results.
10. I prefer singing the song.

LESSON XXXVI.

ADVERBS.

1. An adverb is a word used to modify the meaning of a verb, an adjective or another adverb.

   An adverb may be used (1) As an adverb to modify a verb; as, "The doorbell rings *merrily.*" (2) As an interrogative adverb to ask a question; *"How* do you prepare your lesson?" (3) As a conjunction adverb; as, "The machine looks like new *when* she cleans it."

The adverb may be divided into seven classes:

1. Adverbs of manner — answering the question *how?* "She sings *sweetly.*"
2. Adverbs of place — answering the question *where?* "He went *there.*"
3. Adverbs of time — answering the question *when?* "She studies *now.*"
4. Adverbs of degree — answering the question *how much?* "It is *nearly* done."
5. Adverbs of cause and effect — answering the question *why? "Therefore,* we continued our journey."
6. Adverbs of number — answering the question *how many?* Firstly, Secondly.
7. Adverbs of affirmation and negation; as, *Yes* and *no.*

MODIFICATION.

Adverbs have but one modification; viz., Comparison.

GENERAL RULE.

An adverbial modifier should be placed as near as possible to the word that it modifies.

Aids.

1. An adverb that modifies an intransitive verb usually follows the verb; as, "She spoke hastily."
2. An adverb that modifies a transitive verb usually precedes, to prevent the separation of the verb and its object; as, "She gladly gave the book to me."
3. When an adverb of time and an adverb of place modify the same verb, the adverb of time is placed first, and that of manner second; as, "She seldom goes there."
4. Adverbs should not be used as adjectives or adjectives as adverbs; as, "She did the work good." (adj.) instead of; "She did the work well." (adv.)
5. Particular care should be given to the following:

farther .....distance.
further .....additional.
most .....highest degree.
nearly .....applied to quantity, time or space.
almost .....to degree.

Hence, whence, thence, should never be preceded by from.

6. The adverb "that" should not be used in place of the adverb so; as, "The book was that thick," correct "The book was so thick."
7. Special care must be taken to place the adverbs "only," "chiefly," "merely," and "solely," in such position that the meaning may not be misunderstood; as, "He spoke only on this matter." Not, "He only spoke on this matter."

MISUSED ADVERBS. (point out the errors.)

1. I feel remarkable well.
2. His sister has acted very strange in the matter.
3. I never knew a more happier man.

4 The patient suffered intense.
5. You should listen more attentive.
6. They will pay the check if you present it prompt.
7. The rose smells sweetly.
8. From whence does he come?
9. For what does the lady look so beautiful?
10. I like never to hear a person slander his neighbor.
11. We seldom or ever see such Indians.
12. We are only following your orders.
13. Do not merely read this page but read this other also.
14. He is considered generally insane.
15. We now are prepared to promptly fill all orders.
16. You can depend upon him to faithfully see you.
17. The cushion feels softly.
18. I don't want no coffee.
19. The orange tastes sourly.
20. My head feels badly.
21. Some birds fly more swifter than others.
22. The mills of God grind slowly but they grind exceeding fine.
23. I sort o' think it would be a good plan.
24. I feel kind o' tired.
25. I remember most all the books of the Bible.
26. He is kind of slow.
27. A more perfect specimen could not be found.
28. Draw that line more perpendicular.
29. He does not talk near so much as he did.
30. I arrived safely.
31. He came near falling down stairs.
32. He came near being killed.
33. He writes good.
34. There isn't hardly any use.
35. I am very pleased to see you.

PREPOSITIONS.

LESSON XXXVII.

1. A PREPOSITION is a word used to show the relation between a noun or pronoun before which it is usually placed, and some other words in the sentence; as, "The book is on the table."

Aids.

1. Avoid ending a sentence with a preposition.
2. Prepositions should not be omitted when needed to complete the sense; as, "Alum Rock Park is the east of San Jose" should read, "Alum Rock Park is on the east side of San Jose," or, "Alum Rock is east of San Jose."
3. Unnecessary use of prepositions should be avoided; as, "He cut a slice off of the loaf."
4. Prepositional modifiers should be so placed that the meaning intended will be clear; as, "She could see that the machine was dirty, with but a single eye." Should read "She could see with but a single eye that the machine was dirty."
5. Care should be taken to use the proper preposition to express the meaning intended; as *"On* means merely *over,* or resting upon a thing, while *upon* conveys the idea of motion; as, "The man stood on the unfinished floor." "The man stepped upon the rock in the creek.

EXERCISE.

Supply prepositions where it is correct to do so.

1. The bird flew ———— the window.
2. He was accused —— stealing goods.
3. He listened —— the music —— the waves.

4. Five boys agreed —— themselves —— buy melons.
5. What's the matter —— him?
6. I was not —— home.
7. This is different —— that.
8. He is —— fault —— the matter.
9. The dog ran —— the bridge.
10. The man fell —— the sidewalk.
11. The cat jumped —— the table.
12. He lives —— a mile —— here.
13. It is ten minutes —— six.
14. Will you accept —— this token?
15. She is —— sixty years —— age.
16. In compliance —— your request, we mail you our price list.
17. Working in an office is different —— attending College.
18. We got —— the car.
19. The boy climbed —— the chair.
20. You write differently —— what you did last year.
21. The soil is adapted —— corn.
22. I differ —— you.
23. I congratulate you —— your success.

CORRECT.

1. He died of pneumonia.
2. I study of evenings.
3. It is all right in so far as I am concerned.
4. I arrived on time.
5. Where is my book at?
6. Will you accept of this token.
7. Cut the slice off of the loaf.
8. He received his pay and fifty cents over.
9. He is worthy our kindness.

LESSON XXXVIII.

CONJUNCTIONS.

1. A conjunction is a word used to connect words, phrases and clauses; as, "Grapes and peaches are raised in the Santa Clara Valley."

CLASSES.

Conjunctions are divided into two classes, Co-ordinate and Subordinate.

Co-ordinate conjunctions join words, phrases, and clauses of equal rank; as, "Jane studied her lesson and Mary practiced her music."

Subordinate conjunctions join phrases of unequal rank; as, "When she comes, we shall be ready to go."

Conjunctions used in pairs are called correlatives as, "Either she or I will go."

AIDS.

1. Care should be taken that the proper correlatives be used together; as, *"Neither* she *or* I will go," should read *"Neither* she *nor* I will go."
2. "As" is the correlative of "as" when there is an expression or question of equality; as, "Tom is as tall as John."
3. "As" is the correlative of "so" when an inequality is expressed, or when an infinitive follows, as, "Mary is not so studious as she was last month."
4. "Then" should not be used for "than" as, "Paul's work is better then (use than) Jean's."
5. Avoid using the expression, "but what" for "that"; as, "I do not know but what (use that) she will go."

SUPPLY BLANK.

1. He will try —— do his duty.
2. I shall try —— answer soon.
3. He will not go —— you do.
4. Neither John —— his brother could go.
5. He is a better boy —— you.
6. —— one will go.

CORRECT.

7. I shall not go except you go also.
8. I do not know if he will go.
9. This is not as long as that.
10. This is not as large as that.
11. She is so tall as Mary.
12. This bank is so large as the other.

LETTER.

Calling attention to an error.

1. State that you received $34.00 on account, but that the bill rendered shows the total amount to be $34.50.
2. You hope that the oversight may be rectified.

LESSON XXXIX.

INTERJECTIONS.

An interjection is a word used to denote strong or sudden emotion.

AID.

The interjection "Oh" should never be used when addressing a person, place or thing — use "O."

Misused Interjections.

Oh, Mother come.
Oh, dear me.
O, how it pains me.

Use the Following in Sentences:

O Jennie, Alas, Pshaw, Oh, Hurrah, Beware, Stop.

Exercise.

Name the Part of Speech as Indicated Below.

1. There is nothing so strong *as* truth.
2. I am *as* tall *as* you.
3. No such person *as* he lives there.
4. *As* soon *as* he comes, I shall go.
5. *Like* begets like.
6. She sings *like* an angel.
7. The girl is *like* her mother.
8. I *like* the work.
9. There is no place *like* home.
10. Think *before* you speak.
11. We stood *before* the picture.
12. *Both* men will go.
13. *Both* went.
14. They were *both* tired and hungry.
15. It is true *for* she told me.
16. He bought it *for* me.
17. *Since* you wish it, I shall go.
18. We have had no rain *since* June.
19. I have not seen her *since*.
20. I believe *that* he will succeed.
21. *This* is the first one that came.
22. *That* knife will do.

23. We know *what* he wished.
24. *What* have you heard?
25. *What* beautiful flowers.
26. *What* by study and work I learned it.
27. *What!* Shall I give up shorthand? No!
28. I saw the *well.*
29. The water *wells* up.
30. He did it *well.*
31. He is a *well* boy today.
32. *Well! Well!* it's you.
33. If it is true *then* he can go.
34. I went *then.*
35. Sit a *while.*
36. I shall *while* away the time.
37. They listened *while* she spoke.
38. Though he slay me, *yet* will I trust him.
39. We have not *yet* completed it.
40. *The* boy went.
41. *The deeper* the well *the cooler* the water.
42. *The more* I study science *the better* I like it.
43. All *but* him went.
44. I have made *but* this trip.
45. It is not he *but* you.
46. *Neither* went.
47. *Either* you or I shall go.

Letter of Censure to an Agent.

John W. Watkins, Seattle, Washington, is your agent for some article, book, or machine, as you may choose. His orders have decreased in number to such an extent that you find it necessary to call his attention to the fact. In doing so be careful not to incur his displeasure. Bear the following hints in mind while composing the letter:—

1. Call attention to the few orders sent — with conditions favorable.
2. Compare the result with previous trips to this territory.
3. The financial condition of the country is good — there should be an increase, not a decrease in sales.
4. Ask for an explanation if he has one to give.
5. Allow him a little time for improvement.
6. Ask for an early reply.

SUPPLY THE CORRECT WORD.

1. Keep back thy servant from presumptive — presumptuous sins.
2. He was certainly presumptuous — presumptive in coming to me, an entire stranger, to ask that favor.
3. I worked in a flour mill previous — previously to my coming here.
4. It is quite — somewhat warm today.
5. You are quite — entirely welcome.
6. Rarely ever — if ever, was President McKinley absent from Sunday n.orning service at church.
7. There are scarcely — hardly enough books for the choir..
8. Do you care for those — that sort of plays?
9. We bought this kind — these kind of oranges.

LESSON XL.

CAPITALIZE.

1. The first word of every sentence; as, "The boy went home."
2. All proper nouns; as, "He called John to the office."
3. Every line of poetry: as,

"Into each life some rain must fall,
Some days must be dark and dreary."

4. The days of the week, and the months of the year; as, "He comes Monday." "I was born in December."
5. The points of the compass meaning location; as, "She will go South for the winter."
6. I and O, when standing alone; as, "Yes, O mother, you and I are to go."
7. Oh, when at the beginning of a sentence; as, "Oh, how sad it is I must fail!"
8. Titles of books, historical events, essays, newspapers, etc., (except articles, prepositions and conjunctions not beginning a sentence); as, "Uncle Tom's Cabin." "The Civil War." "The San Francisco Chronicle."
9. Proper adjectives; as, "The American girl is self-reliant." If the proper adjective by long usage expresses some quality without reference to original word do "not" capitalize; as, "I like prussian blue for this work."
10. Titles when preceding the name; as, "President Taft has chosen his cabinet." "The first president of our society was present."
11. The first word of direct quotation (making complete sense) unless preceded by if, that, or similar words; as Andrew, said "Yes, I am here."
12. Abbreviations of proper nouns and titles; as, "Wm. James, D. D."
13. Pronouns referring to the Deity; as, "Christ said He would come again."
14. Initials; as, "T. J. Smith."
15. Articles and items in formal bills and business accounts and sums of money; as, "Enclosed find Two Hundred Dollars, for which send the following:

    100 copies "Life of Lincoln."

    150 copies "War in South Africa."

16. The first word of complimentary closing, and both words in salutation, also words denoting a relationship; as "Yours truly," "Dear Sir:" "My dear Friend:"
17. Religious denominations, business firms, societies, noted eras, and measures; as "Presbyterian." "Merchants Dispatch." Ladies' Aid." "Middle Ages." "Stamp Act."
18. Sub-headings; as "Sentences (a.) Simple, (b.) Complex, (c.) Compound."
19. Words personified; as, "Grim Death stalked through the land."
20. Specific titles when preceded by the proper names; as, "The Rocky Mountains." "Mississippi River." "Geo. B. Cortelyou, Secretary of the Treasury."
21. Goods handled or manufactured by a concern; as, "Call to see our new Morris Chairs."
22. Company, when directly referring to a certain firm or corporation; as, "The Linger Company."
23. Military designations; as, "Company B."
24. Nicknames; as, "Badger." "Buckeye."
25. No. and Sec. and use these abbreviations only when followed by figures, otherwise use these with small letters and spell out; as, "It is fourth in Sec. 2." "I do not find it in this section."
26. Names of Courts; as, "The Probate Court is in session."
27. Day, when referring to a holiday; as, "Thanksgiving Day".
28. Roman Numerals; as, "II", "IV."
29. Words following a colon, unless the letter is used simply to separate the thought of a sentence the subdivisions of which are separated by a semi-colon; as, "For the following reasons: First," etc.
30. The page rarely, if ever, when abbreviated; as, "p. 24."

31. The important statement or question; as, "The next question to be considered is, What shall be done with the case?"
32. The first word after an exclamation point, if the relation between it and the preceding word is remote; as, "Look! Here comes the procession."
33. Farenheit, not centigrade.
34. Mother, Uncle, General, etc., when used as terms of address; as, "Mother is coming, General."

LESSON XLI.

Use Proper Capitalization.

1. the bookkeeper will send a statement.
2. thomas jefferson was a good president.
3. be still, sad heart, and cease repining.
   behind the cloud is the sun still shining.
4. friday need not be an unlucky day.
5. we shall go east in may.
6. o death, where is thy sting.
7. oh why should he say, oh do not come!
8. she read little women and old fashioned girl this summer.
9. do you take scribner's magazine?
10. the german people are usually industrious.
11. san jose sent 260 telegrams to president taft relating to the exposition for 1915.
12. the teacher said, "yes, we require an average of 90 percent.
13. jas t smith was elected president.
14. o lord, how excellent is thy name.
15. his order called for 2 pcs. merrimac prints 50 yd. fancy gingham.

16. the letter closed with the words yours sincerely.
17. she claimed to be a baptist.
18. he was a prohibitionist for many years.
19. the boston tea party was referred to in his speech.
20. the paper was arranged as follows:
21. as fear arose, terror seized us all.
22. step aside, see honor cometh.
23. we crossed the mississippi river.
24. we climbed the rocky mts last year.
25. he was puritanical in his family government.
26. she displayed Stoical fortitude.
27. we call your attention to our fine line of persian rugs.
28. the omaha furniture company won the prize.
29. much enthusiasm was aroused as company g marched down the street.
30. having been born in iowa i am known as a hawkeye.
31. the lease will be found on p. 9, sec. 12.
32. the circuit court sits early in the week.
33. the accident occurred on christmas day.
34. we are to study chaps. V, VI, and VII today.
35. he read the following statements:
    first the lesson is important.
    second it is required for the completion of the work.
36. he said the question "what is to be done for her development?" is causing me much anxiety.
37. you will find the lesson on p. 42.
38. hurrah the snow is falling! According to farenheit the mercury registered today 10 degrees below zero.
39. i am to take a position as bookkeeper for uncle.
40. if god be for us, who can be against us?
41. he went west.
42. his conduct was puritanical in the extreme.
43. he was possessed of satanic spirit.

44. he quoted to me this proverb: where there's a will, there's a way.
45. our teacher often repeated this sentence: "there is no royal road to learning."
46. if "want of care does us more damage than want of knowledge," our careless ways ought to be diligently reformed.
47. it is reported that senator brown will speak to-day.
48. richard the lionhearted was king of england.
49. his place of residence is the hotel windsor.

Use of Words.

Endemic disease, one that is peculiar to the people of a particular nation or community. *Epidemic* is a disease in which the cause acts upon a large number of people at the same time. *Envious* denotes a feeling of unhappiness caused by the contemplation of any good enjoyed by another. *Jealous* indicates envy mixed with rivalry. One is jealous of another when the latter stands in some relation to a third which the former wishes to occupy. *Extraordinary* pertains to that which is out of the ordinary. *Remarkable* denotes something that causes remark.

Period.

The Period should be used:

1. After every complete declarative or imperative sentence; as, "His stenographer is ill." "Come quickly or we shall miss the car."
2. After abbreviated words and initials; as, "Jas. R. Thomas."
3. After Roman numerals; as, Chap. VI.
4. After letters used to denote titles; as, "Francis Summers, M. D."

5. After titles, headings and side-heads, but may be omitted from title pages and after Arabic numerals, unless used in an enumeration of particulars; as, "The bones of the body are divided as follows:

   1. The bones of the Head.
   2. The bones of the Trunk.
   3. The bones of the Limbs."

6. After lettered headings; as, "The subject will be given the following divisions:

   (a.)
   (b.)
   (c.)" .

EXERCISE.

PUNCTUATE.

1. She is a member of the W C T U
2. He has received the degree of DD MD and LL D
3. He took the train at 2 P M
4. He read chapter I II III in an hour
5. the chairman of the Ex Com of the Nat Temp Soc rose to speak
6. The following subdivisions of the topic were discussed a b c
7. Dr Robt B Smith Jr
8. Henry V of England
9. On the 5th of Jan 1856 the vessel while off the N W coast of N A was lost
10. Robt Jones Sen was the son of Col Henry Jones of Wilmington Del
11. thomas williams esq was born in sacramento calif
12. his lecture was arranged under the following heads (a) (b) (c)
13. the airship descended off the N W coast of N A

14. he has been appointed to a clerkship in the P O department of san jose
15. chas V of Spain is well known in history

Letter Asking Favor.

1. State that you have just completed a model of a typewriter attachment which is superior to anything on the market.
2. That you are financially unable to begin the manufacture of the same, and desire capital.
3. Ask if he would loan $6,000 at 6 per cent.
4. State that you will give as security a farm in the southern part of the State.

LESSON XLII.

Use of Words.

Female pertains to the sex opposed to male. *Effeminate* refers to traits of woman found in men. *Feminine* pertains to womanly traits. *Beautiful* is applied to persons and other objects of either sight or sound. *Handsome* implies the idea of strength and size in addition to attractiveness. *Pretty* is applied to objects of small size. *Beneficent* denotes largeness of bounty. It is restricted to Divine giving. *Generous* denotes a mental disposition to give whether one possesses the means or not. It applies to other possessions than money. *Benevolent* refers to people rather than acts. A benevolent person will avoid doing injury, and aim to benefit where possible. *Liberal* denotes a character which gives largely when it does give. *Prodigal* indicates a love of large and excessive expenditures. A person may be extravagant, but not prodigal for lack of means. *Extravagant* denotes a wandering beyond. One may be extravagant in the expenditure of money, in speech, in compliments.

Quotation Marks.

Quotation marks should be used:—

1. To enclose the exact words of another; as, Mary said, "Here is the book." If, however, the quotation is indirect, none are used; as, Mary said she would bring the book.
2. With a small letter if the quotation is preceded by if, that unless, etc., as, "If," he said, "industry is the road to success, then I am in sight of the goal."
3. Around a single word or group of words, not complete; but the first word does not begin with a capital; as, His last words were "many mansions."
4. Before each of several successive formal paragraphs and after the last only; as, The Constitution states the following duties of the treasurer:

   "1. To collect all duties.

   "2. To pay such bills as are approved by the Secretary.

   "3. To collect such fines as are imposed for non-attendance."
5. At the beginning of every stanza of poetry and at the end of the last stanza unless the author's name is appended.
6. Around each part of a broken quotation: as, "John," said the teacher, "bring the book from the table."
7. Around titles of books, newspapers, periodicals, etc., unless written in italics or capitals; as, She subscribed for "The Ladies Home Journal."
8. Singly around a quotation within a quotation; as, I heard her say, "Yes, his exact words were, 'I paid $2167.20 for the land.' "
9. If still another quotation is enclosed; as, I found the words on the fly leaf of his book, "Some one has said, 'What a world of wisdom is contained in the words, "The grave is not the goal." ' "

10. Outside of all punctuation marks except in case of interrogation and exclamation points, which are governed by special rules; as, "Come," he said.

11. As commercial signs for inches and singly for feet. The same is true of seconds and minutes of longitude; as

4′ 5″ — 4ft. 5 inches.

6′ 30″ — 6 Min. 30 Sec.

12. Singly around a quotation *not* quoted *word* for *word*, Ex.: 'All may not be gold that glitters.'

LESSON XLIII.

Use of Words.

Hard, a task is hard when it involves physical labor. *Difficult,* a difficult undertaking requires great mental effort for its execution. *Righteous,* the righteous man is one who believes in a practical application of a religious creed and tries to live up to his belief. *Godly,* a godly man is one who communes with God, in prayer, meditation and the study of God's word. *Garrulous* denotes being unduly talkative about others' affairs rather than our own. *Loquacious* denotes the habit of talking continuously. *Talkative* implies a desire to engage in conversation with others as well as to others.

For Punctuation — Quotation Marks.

1. We notice that you say bronze caskets with steel handles but we think you mean steel caskets with bronze handles.
2. You know the old saying All is not gold that glitters do you not?
3. He said Economy is the road to wealth.
4. What does he know about economy I should like to know.

5. In the first place said my father I hope you will remember the old saying A rolling stone gathers no moss and not make the mistake of needlessly going from place to place.
6. We think the whole affair is a fake.
7. Cambridge has given us three noted writers Holmes who is known as the Autocrat Lowell whose quaint Yankee humor sparkles in the Biglow Papers and the gentle author of Evangeline our loved and lamented Longfellow.
8. The Bible opens with the words In the beginning God created the heavens and the earth.
9. The line The path of glory leads but to the grave is found in Grays Elegy.
10. Since the path of glory like all others leads only to the grave we should not cherish it too highly.
11. Friends said he I come not here to talk.
12. His words rang out loud and clear wet the ropes.
13. Miss Cary said

> Do not look for wrong or evil
> You will find it if you do
> As you measure for your neighbor
> He will measure back to you
>
> Look for goodness look for gladness
> You will find them all the while
> If you bring a smiling visage
> To the glass you meet a smile

14. There is no better guide for human conduct than the Golden Rule whatsoever ye would that men should do to you do ye even so to them.

15. A teacher asked what is the holiday tomorrow Decoration Day was the reply in a shout For what do we have decoration day To decorate soldiers graves said several Why should they decorate One little fellow said If you please sir I think it is because they are dead.
16. Did you hear that noise said he.
17. I did not know she said why he asked me to do this task
18. If honesty is the best policy then he is following the right course
19. That a rolling stone gathers no moss was his favorite maxim.
20. Sunset is his favorite magazine
21. Come said Mary let me read his message come at once
22. All things come to him who waits is frequently quoted
23. These were Longfellow's words life is real life is earnest
24. There are loyal hearts there are spirits brave
there are souls that are pure and true
then give to the world the best you have
and the best will come back to you

give love and love to your life will flow
a strength in your utmost need
have faith and a score of hearts will show
their faith in your word and deed.

LESSON XLIV.

Proceeding is a complex action whose steps may be distinguished separately. *Procedure* is the act of proceeding. *Proposal* is something put forth or laid down for acceptance or rejection by another. *Proposition* is a statement, or affirmation or a denial. It implies something to be deliberated upon; a proposal, something to be done. *Relative,* a relative is one con-

nected with another by blood or marriage. *Relation* is used in an abstract sense, only; as, "what are his relations to the community." *Requirement* is something needed by a person or persons. *Requisite* is something needed by the nature of the case, to give completeness. *Sewage* is the contents of sewers. *Sewerage* has reference to the system employed in carrying sewage.

THE EXCLAMATION POINT SHOULD BE PLACED:

1. After words or clauses which express surprise, or sudden emotion; as, Oh!
2. After words of emphatic or solemn address; as, Venerable men! you are right.
3. After each of several successive exclamations when the thought is complete, and the word following the exclamation mark should begin with a small letter. Ex.: "How crisp the morning air! how invigorating!"
4. After the last of several successive exclamatory expressions, when the sense is complete only in the last member of the sentence; as, "How crisp, how invigorating, how inspiring, the morning air!"
5. Within parenthesis to indicate contempt.
   Honor (!) Do not talk of his honor (!) to me.
6. After a clause of invocation. "Father in Heaven! hear our prayer."
7. Within a quotation, if the exclamation refers only to words quoted otherwise outside. He said, "How grand is the scene!" How inspiring are the words, "The darkest hour is the one before the dawning!"
8. After an exclamatory interrogative sentence, if exclamatory in nature and no answer is required: as, "Oh, how can I bear it!"
9. After the Interjection, if an answer is expected; as, "Oh! Where do you think I will find him?"

No mark of punctuation follows "O".

EXERCISE.

1. Oh where can rest be found
2. O the times O the seasons O the morals of the day
3. O John are these rewards not worth effort
4. God bless the bonny highlanders she cried
5. Oh that your minds were interested in this subject
6. Alas noble spirit that this should be thy lot
7. Welcome noble defenders of your country
8. Oh where shall rest be found
9. Here comes the pride of the regiment
10. What endurance was exhibited in that humble home what unselfishness what heroism what purity what faith
11. What endurance what unselfishness what heroism what purity what faith was exhibited in that humble home
12. What neatness what precision what faithfulness was shown in her domestic science work.
13. What neatness was shown in her typewriting practice what precision what faithfulness
14. He said hearken to my words
15. How inspiring are the words I will never leave thee nor forsake thee
16. The first words that greeted our ears were welcome friends welcome
17. Yes the college graduate spelled advice with an "s"
18. Stand for the right fight if need be but never give up
19. What satisfaction comes to the competent assistant what confidence what assurance
20. What satisfaction what confidence what assurance comes to the competent assistant
21. Oh friend she cried do secure release

LESSON XLV.

THE INTERROGATION POINT SHOULD BE USED:

1. After every direct question; as, Are you going now?
2. When the declarative form is used in asking a question and the rising inflection is given at the close; as, Your name is John?
3. After a direct question is quoted, and "inside" quotation marks; as, The question "What shall I do with my place?" is troubling me.
4. After each of several direct questions when the sense is closely connected, and the thought is complete in each; using a small letter for the beginning of the following words; as, "Shall truth triumph in this cause? shall righteousness? shall love?"
5. After the last of several successive questions when the thought is not complete until the close; as, "Shall truth, shall righteousness, shall love, triumph in this cause?"
6. In a parenthesis to express doubt; as,
   "The first-class stenographer (?) spelled referring with one "r".
7. Within the quotation, if the point refers only to words quoted, otherwise outside; as, He said, "Do you mean it?" Did he say, "You may remain"?

EXERCISE.

1. Why do you sit amid the sad surroundings of this gods acre said he
2. When will you come said Walter I wish it would be today
3. His remark was why do you go today
4. Was his remark must you go or will you go.
5. What is the meaning of all this excitement of all this tumult of all this confusion

6. Whither now are fled those happy days those joyous nights that made life glad
7. Where are those precious hours those golden moments that I wasted in early life
8. Do you study hard do you wish to succeed do you think you are doing all possible
9. When I become president of the united states shall I give you a position
10. Shall treachery triumph in this decision shall robbery shall assassination shall murder
11. Shall treachery shall robbery shall assassination shall murder triumph in this decision
12. When did the accident occur how where
13. When did we see you persecuted and did not hasten to your assistance
14. you are ill today
15. She asked do you mean to be a coward and give up the high-school course and I said no
16. She asked me if I meant to be a coward and give up the plan of the college course and I quickly answered in the negative
17. Do you keep your machine clean was the next question asked by the prospective employer
18. Then came the following questions: Is it your purpose to be loyal to your employer to study to make your interest his to become in every sense a needed office assistant.
19. Shall carelessness shall discourtesy shall indolence shall disloyalty to your employers interests continue to characterize your work.

LESSON XLVI.

Words: How to Use Them.

Receive, to take one's own, as a letter. *Accept,* to take to one's self. We receive our own, we accept what others offer us. *Recline,* to lean back. *Repose,* to recline or to place one's self in such a position as will be comfortable; a face may be in repose. *Relieve,* to remove or take away. *Alleviate,* to lighten or lessen That which takes away pain, relieves it; that which affords ease from pain alleviates it. *Share,* to divide into parts and give those parts to others reserving one or more for ourselves. *Divide,* to separate into parts. *Distribute,* to give all the parts to others. *Shut* means to bring the parts so close together that nothing can pass in or out. *Close* is to bring the parts together. One may close a book before a friend or shut a door in the face of an agent. *Lawful* denotes in accordance with law, whether civil or moral. *Legal* denotes conformity to civil law. *Noted* refers to that which is well and favorably known. *Notorious* expresses public knowledge that is usually unfavorable.

Colon.

1. A colon should be used before a formal enumeration of particulars, or a direct quotation, when introduced by "this, these, as follows," etc., as "The order reads as follows:"
2. When the quotation is long and should commence another paragraph, a dash may be used after the colon.
3. A colon is used to separate two members of a sentence when either or both of the members are subdivided by semicolons. Ex.: "Him that is wise, observe; him that is good, copy: so shall thy life be both wise and just."

4. A colon should separate two members of a compound sentence, when the conjunction is omitted, if the connection is not close enough for a comma or semicolon, as, "The battle is not to the strong alone: it is to the vigilant, the active, the brave."
5. A colon should be used between hour and minutes when expressed in figures, 9:10 A. M.
6. If the main title of a book is followed by an explanatory title, if the word "or" is omitted, a colon should precede the latter; as, "The subject of my book will be, MANUAL OF COMPOSITION AND PUNCTUATION: A TEXT BOOK FOR BUSINESS COLLEGES.
7. A colon should follow the salutation in a letter. Dear Sir:

LETTER SOLICITING PARTNER.

1. Write to Charles H. Wilson,
   45 Garfield St.,
   Oswego, New York.
2. Tell him that you have been conducting a retail drug business.
3. That your business is so extensive that you need a partner.
4. That your acquaintance with his fine business qualities and his thorough knowledge of the drug business makes him seem to you desirable.
5. Assure him of your favorable location for a wholesale business, being in a railroad center with extensive shipping facilities.
6. Ask for an early reply to your proposition; use the following as guide:

Dear Sir:

For several years I have been conducting a retail drug business in this city. The increase in my trade makes it necessary for me to secure a partner.

I am convinced that you have not only a thorough knowledge of the drug business, but that you possess the qualities that go to make a first-class salesman. It is my conviction that you are just the man I need to help me build up a large wholesale business.

This location is very favorable because of the large shipping facilities, being a railroad center, and I see a very promising future for us in the drug business.

Trusting that you will consider this proposition and favor me with an early reply, I am

Yours sincerely,

EXERCISE.

INSERT THE COLON.

1. In his last moments he uttered the following words Don't give up the ship.
2. Trains arrive at 8 40 A. M. and 10 15 P. M.
3. The following goods were ordered 101 lbs of Sugar 51 lbs of lard 51 lbs table salt.
4. I cannot do that for two reasons first I have not the necessary capital to carry on the business second I am not well enough acquainted with the details.
5. The Declaration of Independence begins when in the course of human events.
6. The subject of my new book is She Stoops to Conquer the Mistakes of a Night.
7. He said Apply yourself to study it will redound to your honor.
8. The battle is not to the strong alone it is to the vigilant the active and the strong.
9. Thus she gave vent to her Joy Joy Joy forever my task is done.

10. Learn this important lesson yourself do not let others learn it before you and instead of you.
11. Her book Correct English How to Use It was well prepared.
12. The reasons given for the Stenographers failure were as follows he would continue to come to the office after the appointed hour he turned out untidy transcripts because he would not clean his machine his work was frequently interrupted by messages from his friends over the telephone he cared more for a ball game than for the interests of his employer.
13. He quoted the following Talent is only long patience and I thought if his words are true then why not stick to my task.
14. She impressed upon the minds of her students that their work must possess the following requisites accuracy neatness correct punctuation and spelling.
15. An attempt to learn shorthand without study is useless to learn touch typing by looking at the hands is a failure if you wish to make a success of both application to study and conscientious typewriting practice are absolute essentials.
16. To rule one's anger is well to prevent it is better.
17. Do not be discouraged over your work persistent effort will bring results.
18. He treated the subject under three heads first, the past second the present and third the future.

Bring into class one example of each of the above rules.

Supply the Proper Words.

1. The boldness of the assertion ——— statement invited doubt.
2. He could not understand the allusion ——— illusion.
3. This man is the victim of an elusion ———delusion.

4. Henry's essay ——— assay indicated his ability.
5. John Smith was thrown out of a team ——— carriage Sunday night.

LESSON XLVII.

Supply the Proper Words.

1. A flower bed occupied the middle — center of the yard.
2. The colonel thought the compliment — complement to the regiment would give the men a new incentive.
3. There is a legitimate place in business life for confidence — confidants.
4. The conscience — consciousness of a sincere Christian is sensitive.
5. His remarks were a complement — compliment to what has been said.
6. Each one of them expressed his — their opinion.
7. Neither boy treated his — their parents with respect.
8. Everybody do — does as he pleases — they please.
9. The defeat of W. J. Bryan in 1896 was owing — due to a widespread belief in the dishonor that would follow the adoption of "Free Silver."

Write a Letter of Information.

1. Make inquiry of Dr. D. Anderson, Kansas City, Mo., regarding Mr. Walter Bower, of St. Joseph, Mo., as to character, ability and experience.
2. Request a frank statement as to Mr. Bower's qualifications to fill the said position.
3. Assure him of your confidence.
4. Express regret for any inconvenience your request may cause.

Rules for the Semicolon.

1. A semicolon may separate members of a compound sentence too closely connected for a colon, and not closely enough to require a comma. "There is no royal road to success; industry is essential if its attainment is desired."
2. A semicolon often separates the members of compound sentences punctuated with commas. "The times of rest, freedom from care, came at last; he said it came too late."
3. A semicolon usually precedes such words as "namely", "as", "to wit", "thus," etc. "Three essentials to success were given; namely, purpose, earnestness, and industry."
4. Semicolons or commas may be used to separate the expressions in a series dependent upon an introductory or a final clause, except preceding the one upon which the others depend, when a colon, a semicolon, or a comma and a dash may be used; as, "If you succeed as a stenographer; if you make yourself needed by the business man; if you become a member of the firm: then every effort must be put forth to lay a good foundation."
5. A sentence complete in itself followed by a clause added as explanation or reason, may be followed by a semicolon. "Apply yourself to study; for it will redound to your honor."

Insert Semicolon.

1. Character is what we are reputation is what others think we are.
2. It is one thing to be well informed it is another thing to be wise.
3. Example is better than precept inspiration is better than instruction.
4. The apostles were not chosen on account of their superior abilities education or rank of society but that they were chosen wisely their subsequent history abundantly attests.

5. Four things are desirable for a good place of residence good soil good climate pure air and pure water.
6. We have three great bulwarks viz schools colleges and universities.
7. There are three roads commonly leading to want and wretchedness namely idleness intemperance and crime.
8. Suffering is the common lot of humanity therefore be prepared to meet it bravely.
9. Industry is essential to success there is no royal road.
10. The rain which was falling came down in torrents women shrieked and ran and men grew pale and fearful terror seized them all.
11. The perfect purity of the air one breathes the alluring landscape that meets the eye the sense of security as the waves lash the shore all these made it an ideal spot for tired nerves.
12. There is no promise of success to the sluggard work hard work and self sacrifice must be paid.
13. John quoted the following life is real life is earnest.
14. The time for lessons school day pleasures freedom from business cares went quickly alas they passed too quickly.
15. There are five essentials he said for a successful business man industry punctuality honesty faithfulness and reliability.
16. Time properly spent will mean success success properly directed means a well-spent life.

LESSON XLVIII.

Insert Proper Word.

1. Emigration — Immigration has reduced the population of Ireland.
2. The influence of a pure home — house is a trusty anchor in the storm of temptation.

3. The invention — discovery of gold in California, in 1849, was of international significance.
4. A choice lot — number of silks will be sold.
5. The doctor's patients — patience with his patience — patients was remarkable.
6. China is a populous — populace country.
7. The production — produce — products were unknown to the old world before the discovery of America.

Comma.

Rule I.

Words or phrases in a series are separated by commas. Usually a comma is used before the conjunction placed before the last noun, unless the latter is closer in thought to the remainder of the sentence. Ex.: Apples, peaches, grapes, and apricots are raised in Santa Clara Valley.

Exercise.

1. Rebuffed scorned ridiculed hissed down in the House of Commons Disraeli did not give up.
2. In Dante's time nearly every literary man in Italy was a hardworking merchant physician statesman judge or soldier.
3. It is left for each by the cultivation of every talent by watching with an eagle's eye for every chance of improvement by redeeming time defying temptation and scorning sensual pleasures to make himself useful honored and happy.
4. The perusal of a book the execution of a model or the superintendency of a water-wheel of his own construction absorbed Isaac Newton's boyhood days.
5. From every bush from every fence from cannon and muskets a pitiless storm poured upon the retreating British.

6. God is seen in the growth of the grass in the movement of the stars in the warbling of the lark in the thunder of heaven.
7. Give and it shall be given unto you good measure pressed down shaken together and running over.
8. Read not to contradict and confute not to believe and take for granted not to find talk and discourse but to weigh and consider.
9. Many so-called good-for-nothing boys blockheads numskulls dullards or dunces were only boys out of their places round boys forced into square holes.
10. Hotel de Paris Marseilles France April 17, 1902.
11. Stones grow vegetables grow and live animals grow live and feel.
12. In business there is something more than barter exchange price payment there is a sacred faith of man in man.
13. The chief exports are tobacco gold silver hides and coal.
14. They are engaged in the manufacture of light articles such as textile goods jewelry fancy bric-a-brac etc.
15. The rains descended the floods came and the winds blew and beat upon the house and it fell and great was the fall thereof.
16. Wine is a mocker strong drink is raging and whosoever is deceived thereby is not wise.
17. The successful carpenter ship-builder stone-mason and machinist will tell you the road they traveled was not an easy one.
18. Rising early in the morning eating meals regularly taking proper exercise working industriously maintaining a clear conscience all these help to make a man happy and healthy.
19. Why are the Harvard football players not allowed to drink smoke and sit up late at night?

LESSON XLIX.

Rule 2. If the last word of a series is an adjective, no comma is needed. Ex.: He is a faithful, energetic, progressive man.

Rule 3. When the first of two adjectives modifies the idea expressed by the second adjective and noun, it is not set off by a comma. Ex.: He strained his eyes towards the two slight figures.

Rule 4. When the first of two (or more) adjectives modifies the noun alone, it is set off by a comma. Ex.: The salt, moist air was borne to him through the open window.

EXERCISE.

1. A moment later he heard her flit down the corridor and heard John open the heavy outer door.
2. It lay before him like a great glassy lake, etc.
3. This gentle shrinking Southern child whom he had loved and smothered with roses this tender clinging girl who trusted him so implicitly was no longer his sweetheart but his helpmate.
4. At the sun's first gleam Henry Stanford had awaked with a joyous heart.
5. Its glassy surface rippled now and then by the dipping buckets etc. or by the quick water-spider strokes of some lobster-fishermen.
6. At Stanford's request three short bells sounded in the engine-room below and the yacht quivered along her entire length as she doubled her speed.
7. Soon the broad white sails were flying in the breeze.
8. The industrious energetic faithful bright eyed boy is the one I wish.

9. The raw east wind so chilled us that we searched for a farm along the rough dreary road.
10. The long difficult lesson was learned at last.
11. Thus he wrote He was a great good noble man.
12 An earnest persistent undaunted student is bound to succeed.
13. The poor old man was run over by a train.
14. Of late her pale blue eyes seemed sadder than usual.
15. The large square envelope was addressed in a clear round hand.
16. The quaint reticent girl grew suddenly daring.
17. The boy gave a quick short pull to the rope.
18. The low sweet voice was wafted over the wave.
19. James Brown the handsome young son of the Judge is taking a medical course.
20. She had beautiful long hair.
21. He was found a tall broad shouldered young student.
22. She contracted a heavy cold standing on the uncomfortable damp ground.
23. The child was a loyal little play fellow.
24. The peaceful sea lay before him suggestive of the better higher life to be possessed by each of us.
25. The beautiful fragrant flowers made the place seem enchanted.
26. She wore a dark blue dress.
27. The butterflies appeared to be stemless floating velvet blossoms.
28. The empty comfortable hammock was very inviting in the dense cool shade.

Comma.

RULE 5. Parenthetical words, phrases, and clauses should be separated by commas; as, "I shall, in all probability, see you Monday."

PUNCTUATE.

1. Punctuation like other matters should be governed by common sense.
2. Luther in his despondency used to seize his flute and revive his spirits with its strains saying the devil hates good music.
3. Every one must of course think his own opinions right but there is a wide difference between regarding ourselves as infallible and being firmly convinced of the truth of our creed.
4. From this of course it follows that in an ideally-massed sentence the most significant words come close to the periods.
5. No one however is likely to write even a page on any subject without pausing to rearrange the sentences.
6. Better than all other means of increasing the vocabulary however is writing.
7. Take for instance this sentence.
8. Absurdly enough human vanity comes in here.
9. This experience it is true may be actually in the imagination only.
10. There is too that sense of restfulness that belongs to the twilight coolness.
11. Public opinion like the tide rises and falls at regular intervals.
12. For words after all are tools of literary men.
13. There is then but one course to pursue.
14. What said he is the right thing to do.
15. In fact we should rely a little more upon ourselves each day.
16. Yes of course it takes time to bring your life up square.
17. The aim if reached or not makes great the life.

18. "Oh could you find Tomorrow please" said little Dimplechin.
    The loveliest things are happening tomorrow.
    Don't you know?
    I never quite catch up with it
    However fast I go.
19. Go forth I say attain attain.
20. "Half the joy of life," said Dr. Jordon is in little things taken on the run.
21. Now if you will but listen I shall gladly tell you of my work.
22. All this it is true may be the case but I do"bt it.
23. Perhaps I shall go.
24. I shall perhaps go.
25. Undoubtedly he will succeed.
26. He will undoubtedly succeed.
27. Broadly speaking the office of punctuation is to emphasize.
28. Napoleon The Little Corporal was brought to France on the Bellerophon.
29. So too the ancient worship of a storm-god arose from unconscious personification.
30. The dream of Joseph for instance seemed to him more than a dream it was a message from God.
31. In short the main purpose of this exercise is to teach you one use of the comma.

LESSON L.

COMMA.

Rule 6. Words in apposition should be separated by commas; as, Harry, my elder brother, is attending college.

Rule 7. Words used in direct address should be separated

by commas; as, "John, close the door."

Rule 8. Words repeated for emphasis should be set off by commas; as, "Verily, verily, I say unto you."

PUNCTUATE.

1. Martin Luther the great German reformer made his famous defense before Charles V at the diet of worms in 1521.
2. Our representative Mr. Cutting who is a new man in your territory expects to call on you next week.
3. You must not forget young man that talent is only long patience.
4. Take her O Bridegroom old and gray.
5. Flag of the brave thy folds shall fly the sign of triumph.
6. Father I have sinned against Heaven.
7. Safety safety I beg of you.
8. Surely surely this is a solemn moment.
9. Why why should he do it.
10. Never no never shall I yield to discouragement.
11. There there child dry your tears mama's coming.
12. James the postman left a letter.
13. Mr. Simmons the bookkeeper is an expert in his line.
14. The truth the truth sir I want nothing but the truth.
15. Mary did you prepare the lesson.
16. Miss Ruth Boyce the librarian is an able scholar.
17. Rev. Mr. Brown the minister of that church is taking a vacation from his arduous duties.
18. Can it be can it be that I have been deceived.
19. Yes sir I am coming at once.
20. No sir she would never make such a blunder were she a competent assistant.
21. The goods you ordered, groceries and fruit will be forwarded in a day or two.
22. My favorite fruits grapes pears and peaches are on the table.

23. We boarded the Illinois the new man-of-war.
24. Gold our medium of exchange is changing hands rapidly.

WORDS.

HOW TO USE THEM.

Pliant, that which is capable of bending. *Pliable,* that which may be readily bent, a whipstock is pliant, but a whiplash is pliable. *Ravenous, Voracious,* both these words apply to the matter of appetite. A voracious animal is one that eats large quantities of food; a ravenous animal is one that eats with great haste, usually because hunger has been increased by privation. *Scarce,* things are scarce when they can be had only in less quantity than usual. *Rare,* things are rare when only a few of the kind exist. *Sensible* expresses a habit or state of mind relating to a particular subject. One may be sensible of cold, heat or kindness. *Sensitive* expresses a condition in which the sense of feeling is quickly acted upon, as one is sensitive to changes of temperature. *Allow,* to allow is to give some degree of sanction. *Permit,* to permit is simply not to prevent. *Banish* is to eject by ban or public proclamation. *Expel,* to expel is to drive out. *Transport* is to carry beyond the sea to a penal colony. *Expatriate,* to expatriate denotes the alienation from one's native land. One may expatriate himself, but he is banished, expelled, or transported by some authority in power. *Begin* usually refers to time or order. *Commence* implies action. "A wicked life begins with little sins." Formal or public transactions are said to commence.

LESSON LI.

Rule 9. Members of compound sentences, when the connection is too short for semicolons, should be separated by commas; as, Jane is coming, I am going.

Rule 10. When the verb is omitted the comma is used; as, William seeks to oblige; Jessie, to displease.

Rule 11. The comma may be used to separate a direct quotation from the rest of the sentence: I hear him say, "Wait."

PUNCTUATE.

1. Jessie cleaned her typewriter Lucy studied her shorthand lesson.
2. John is waiting for his book Tom is reciting his lesson.
3. Stenography is an intensely interesting subject typewriting though trying to the nerves is fascinating work.
4. The climate is all we could wish the fruit is delicious and abundant.
5. The poor man is rich with contentment the rich man poor without it.
6. Curiosity allures the wise vanity the foolish pleasure both.
7. One was tall the other short.
8. Fishes play in calm streams birds in sunshine.
9. To err is human to forgive divine.
10. Death but entombs the body life the soul.
11. Plato called beauty a privilege of nature Theocritus a delightful prejudice.
12. London is the large city in England New York in the United States Paris in France.
13. Virtue brings its own reward vice its own punishment.
14. Reading makes a full man conversation a ready man and writing an exact man.
15. The shrub is taller than the flower which grows in its shade the tree than the shrub the rock than the tree the mountain than the single rock and above all are the sun and the heavens.
16. This is an old proverb A fool and his money are soon parted.

17. It is said that John Bunyan seeing a drunkard staggering along the street said there but for the grace of God goes John Bunyan.
18. Patrick Henry commenced by saying it is natural to men to indulge in the illusions of hope.
19. We heard the words The bell has rung which reminded us of waiting tasks.
20. The black mud walls are somber and soiled and even the best of them is scarcely more than a hovel.
21. Many of the estates were purchased for a mere pittance twenty years ago and the rise in value has made the owners wealthy men.
22. The climate is delightful the people sociable but there are few business opportunities.
23. I heard him say Little foxes steal the vines and pondered over its meaning.

LESSON LII.

COMMA.

12. The comma should be used to prevent ambiguity. Ex.: That that is, is.
13. The comma should be used to separate figures in large numbers; as, 3,127,896.
14. The comma should be used to separate transposed phrases and clauses. Ex.: Hoping to receive an early reply, I am,
15. After the logical subject, when of considerable length, and when it is itself separated by commas, it is usually best to insert a comma before the verb. Ex.: That such a condition should exist here in the Golden State, is almost inconceivable.

EXERCISE.

1. The amount paid out was $23738652.
2. The figure read was 7629824327 and it should have been 782925326.
3. Should the Union fall the crash would be heard in all lands.
4. The love of money influencing us in our daily actions towards our fellowmen to the exclusion of the motives of a common interest and humanity is certain to work to our injury.
5. The time of difficulty of trial of temptation came upon them unexpectedly.
6. That an immense ship could be impelled across the Atlantic Ocean between Liverpool and New York in the short period of six days would hardly have been believed by our ancestors.
7. That our age excels in mercy and compassion many ages of the past is evident to all.
8. The impossibility of conducting the business on such a basis as to afford an adequate margin of profit to the stockholders caused a suspension of the firm.
9. Hoping that the time mentioned will be satisfactory I am very truly.
10. If you are in need of more winter goods let us know.
11. As long as one is healthy want or fear of want will have no depressing effect.
12. To err is human to forgive divine.
13. Where the bee sucks honey the spider sucks poison.
14. When I said I would die a bachelor I did not think I would live until I were married.
15. As it is our duty to correct the charges made we have decided to carry the deal through for you to your entire satisfaction.

16. I said I could not see the use of such a body as our Society could do all the work.
17. The stream fell over the falls paused fell paused again then darted down the valley.
18. If you want knowledge you must toil for it if good you must toil for it and if pleasure you must toil for it.
19. When a man's busy leisure
Strikes him as a wonderful pleasure
Faith and at leisure once is he
Straightway he wants to be busy.
20. If we knew ourselves we would not judge each other harshly.
21. If thou would'st work for God it must be now.
22. If honor be your clothing the suit will last a lifetime but if clothing be your honor it will soon be worn thread-bare.
23. As we must account for every idle word so we must for every idle silence
24. Though the difficulties throng
And the struggle may be long
And the power of evil strong
Hope on.

LESSON LIII.

COMMA.

Rule 16. When words are used in pairs, commas are used to separate them; as, Sink or swim, live or die, survive or perish.

Rule 17. Contrast expressed in two clauses of the same sentence, should be separated by commas. Ex.: You may walk, I shall ride.

Rule 18. A word, phrase, or clause placed between the subject and the verb are set off by commas; as, Robert, with that

keen observation, which lay hidden somewhere under his boyish ways, noticed many points of change about his old friend.

Rule 19. When two phrases precede the subject and the verb, each phrase is set off by a comma. Ex.: Little more than a week after, on the seventh day of April, the matter was taken up again.

PUNCTUATE.

1. Jessie prepared her debate for the contest Lucy made a new dress to wear to the picnic.
2. John is waiting for his father's return Thomas is cultivating the field in which he hopes to raise a good crop of corn.
3. Cold and wet ragged and hungry uncouth and forbidding despairing and forsaken he appeared at my door.
4. He was respectful not servile to superiors affable not improperly familiar to equals and condescending not supercilious to those beneath him.
5. Washington Irving who was the author of the Legend of Sleepy Hollow lived at Sunnyside on the Hudson.
6. The mill to which we shipped the material and with which we have never had any trouble in our dealings handles large quantities.
7. A celebrated woman to whom one proposed to teach the art of memory replied I would rather learn the art of forgetting.
8. Are there not seasons of spring in the moral world and is not the present age one of them.
9. Little more than a month later on the 20th day of June the great building was completed.
10. At that time several months following the accident Charles was in poor health.
11. He is a bright pupil she is a dull one.

12. They were wrong we were right.
13. Rich or poor old or young high or low all must meet the requirement.
14. I said let me walk in the fields he said no walk in the town I said there are no flowers there he said no flowers but a crown.
15. Cities are where people are too close together and too far apart says a wise writer.
16. Smiles and tears joys and sorrows strength and weariness are closely associated in life.
17. This is the man whom you mentioned.
18. Under the broad expanse of heaven in the wilds of Africa he saw the moon looking down with a friendly smile.
19. In the city of Chicago on LaSalle St. he will be found.
20. When all around is a desert and the clouds obscure the light
    When there are no songs for the darkest days
    No stars for the longest nights be glad.

LESSON LIV.

COMMA.

Rule 20. Participial phrases are always set off when preceding a noun, and set off after it, if not restrictive. Ex.: Hearing of your loss, I hasten to extend my sympathy.

Rule 21. A non-restrictive clause when adding a new thought, is always set off by a comma; as, Bring me the book, which you will find on the table.

Rule 22. If *or* is followed by explanatory words, the comma is required; as, The building, or bungalow, is completed.

Rule 23. Two or more *words* in the same construction, connected by *or* or *nor* do not require a comma but two or more *sentences,* when connected by these conjunctions, must have a

comma before the conjunction unless the sentences are short and the connection close. Ex.: John will take music in Chicago, or he will study medicine in Boston.

PUNCTUATE.

1. To be as wise as serpents and as harmless as doves was emphasized.
2. He reads many books but she is continually wasting her time.
3. Having made a careful preparation for the position Miss Jaynes entered the First National Bank yesterday.
4. The boy is making an effort to secure an education and I think we should aid him in every way possible.
5. Mr. James will be in San Antonio next week when he will be pleased to show you our latest spring patterns in dress-goods.
6. The boy receiving the sad news left immediately for his home.
7. Possessed of this knowledge he will surely succeed.
8. He declaring his innocence to the last paid for his crime upon the scaffold.
9. The stenographer anxious to please his employer did not leave the office upon the stroke of the hour for closing.
10. The typist encouraged by the results of his first effort was faithful in practice and in time became an expert operator on the machine.
11. The man is in the upper row who will hand you the book mentioned.
12. The savages or cannibals on the island have been civilized.
13. He was about to whip me soundly when I told him the mischief was not of my making.
14. I was taken into his confidence told many facts concerning the business and soon discovered the financial condition of the firm.

15. We have looked into this affair which by the way is rather peculiar.
16. We shall give you thirty days time on the bill which is the best we can do.
17. The letter was received this morning which will be answered soon.
18. There is a boy at the door who will come in if you ask him.
19. I talked with the manager who said he put John and Carl to work.
20. The grove or orchard was well cared for.
21. The road or trail was easily followed.
22. The river or stream was nearly dry.
23. The book or pamphlet was made yesterday.
24. The article or item was omitted.
25. Wishing you a pleasant journey we are.
26. Trusting the above will not inconvenience you and that you will call at an early date I am.
27. The water or moisture was very noticeable.
28. Wishing you success in your undertaking I remain.
29. The letter was received this morning which will be answered soon.
30. The road or trail was easily followed.

LESSON LV.

COMMA.

Rule 24. If several antecedents come before a restricted clause, a comma precedes it, also use commas when several relative clauses relate to a single sentence. "There were present men, women, and children who were in the San Francisco earthquake."

Rule 25. Two correlatives, as *so* and *as, though* and *yet,*

when connecting dependent sentences are usually separated by commas, unless the sentence is short. "Though he slay me, yet will I trust him."

Rule 26. When one sentence depends in sense upon another, this dependence being often expressed by a conjunction denoting cause or *result,* or adverb denoting *time,* the sentence should be separated by a comma. "Love not sleep, lest thou come to poverty."

Exercise.

1. Orphans thrown upon the charities of the world should always be treated with kindness.
2. As waters rush down the mountain sides so came the Highlanders down from their native cliffs.
3. As far as the East is from the West so far is truth from falsehood.
4. As a flower of the field so he flourisheth.
5. He pointed out to me the three men Adams Jones and Smith who were responsible for the trouble.
6. Judges whose knowledge is great whose integrity is undoubted and whose judgment is unerring are most valuable in any community.
7. The poverty disease and pain which had brought him to his present position had stamped clearly their effects upon him.
8. The infirmities diseases and succeeding distempers that usually accompany a seige and famine cause a great destruction to human life.
9. The clerks stenographers bookkeepers and teachers who went on the excursion did not return until a late hour.
10. The teacher named Charles Harry and John who were doing good work.

11. Young men whose education is practical whose manners are pleasing whose moral habits are irreproachable are being sought by business men.
12. The anger malice and revenge that we often harbor in our hearts are extremely dangerous.
13. The extremes of fortune the resulting depression of spirits the low physical vitality that the man endured made his body a ready prey for disease.
14. As the day so shall thy strength be.
15. We are never better satisfied than when having our own way.
16. They are swifter than eagles.
17. As the teacher so the class.
18. Like the mother earnest faithful and gentle so was the daughter as she entered womanhood.
19. Go where you will you will find no place like home.
20. Just at this time it is important that the lessons be learned thoroughly for opportunity will be given in practical life for their application.
21. It is no wonder that some assistants fail to give satisfaction in the office for they do not follow the advice of their teacher in the schoolroom.
22. She will make a first-class bookkeeper because she is careful and accurate in her work.
23. His aspirations are high although his environment is very unfavorable for their development.
24. Wherever we may go we cannot get beyond the reach of a kind Providence.
25. After the lessons were learned the class studied nature along the stream.

LESSON LVI.

General Exercise for Punctuation.

1. Mary said a would-be agreeable took his seat between madam de Stael and the reigning beauty of the day how happy I am he said between wit and beauty yes replied madam de Stael and without possessing either.
2. He said I get a great deal of comfort from the biblical quotation blessed are the pure in heart.
3. Will you kindly correct the enclosed article and return it at your earliest convenience and greatly oblige yours truly John Black.
4. The rolling stone gathers no moss quoted the man who had never been outside of his home country true returned the globe-trotter but it acquires an enviable polish.
5. We have yours in regard to our salesman calling on you.
6. We herewith return your letter in regard to John and Smiths receiving goods from us in bad condition.
7. He most lives who thinks most feels the noblest acts the best.
8. Breathes there a man with soul so dead who never to himself hath said This is my own my native land.
9. The correct remark has been made that it is a great loss to lose an affliction.
10. He is the richest man who enriches his country most in whom the people feel richest and proudest who gives himself with his money who opens the doors of opportunity widest to those about him who is ears to the deaf and feet to the lame.
11. The man or woman who believes well is apt to work well and faith is as much the key to happiness here as it is the key to happiness hereafter.

12. Yes let me be free let me go and come at my own will let me do business and make journeys without a vexatious police or insolent soldiery to watch my steps let me think and do and speak what I please subject to no limit but that which is set by the common weal subject to no limit but that to which conscience binds me and I will bless my country and love its rugged rocks and its most barren soil.
13. I was asked if I would stop for dinner.
14. Be our plain answer this the throne we honor is the peoples choice the laws we reverence are our brave fathers legacy the faith we follow teaches us to live in bonds of charity with all mankind and die with hope of bliss beyond the grave.
15. The shrub is taller than the flower which grows in its shade the tree than the shrub the rock than the tree the mountain than the single rock and above all are the sun and the heavens.
16. He was respectful not servile to superiors affable not improperly familiar to equals and condescending not supercilious to those beneath him.
17. The woods may disappear but the spirit of them will never vanish for it has been felt by a poet and we can feel forever what he felt.
18. Every one must of course think his own opinions right for if he thought them wrong they would no longer be his opinions but there is a wide difference between regarding ourselves as infallible and being firmly convinced of the truth of our creed.
19. Did greece fall like lucifer never to hope again?
20. O freedom thou art not as poets dream a fair young girl.
21. Oh what a glorious part does a good and intelligent mother take on the great stage of humanity.

LESSON LVII.

DASH.

1. The dash is used when there is an unexpected change of thought, or when the train of thought is stopped; as, Do you think him an honest — but why should I ask such a question of his friend?

2. The Dash is used when there is hesitation on the part of the speaker, when an explanation is added which is not sufficiently distinct to require the parenthesis, and when there is an abrupt repetition. Examples. She said he was a— a— a villian. Who has not heard of George Washington — George Washington who stood by our country in her peril. The girls — Lucy and May — are going.

3. The Dash is used when a rhetorical pause following a grammatical point is required, in the following cases:—

1. After a comma succeeding a series of adjuncts in the same construction. Ex.: The loss of business, the breaking up of social ties, the endurance of ill health, — all these he suffered in his last days.

2. After a period following the subject head in the same paragraph, and after a period preceding the name of an author following the subject matter in the same paragraph, also after a colon when a new paragraph follows. Examples: Bones of the Head. — The bones of the head are divided into — etc. We are fortunate to behold this day. — George W. Curtis.

3. Between questions and answers written in the same paragraph. Ex.: "How old are you?" — "Nineteen last December." — "Do you live in this city?" — "I do."

4. Following a period when the train of thought is changed, but not enough to require a new paragraph. Ex.: When I traveled in California, the beautiful flowers, the de-

licious fruits, the glorious sunshine, renewed my youth — but let me help you to more of the turkey?

PUNCTUATE.

1. He is troubled with consumption consumption of victuals.
2. He is a a a villian of the deepest dye.
3. Dare you but how shall I ask questions that might involve your own life.
4. Kindness sympathy pity tenderness all these were reflected in his countenance.
5. He is a famous lover a lover of himself.
6. Do not speak to me of devotion you know not the name.
7. Now fruit chocolate look here did I ever tell you how when I was in the south sea islands and the speaker began one of his interesting anecdotes.
8. No one man even though it were hannibal himself could in a generation effect such a work.
9. You are a coward and I care not who hears it.
10. James is your master in yes sir can I see him no sir why not because he is engaged at present but my business is urgent cannot help it sir had strict orders to admit no one but will you not carry him my card and tell him I must see him I will do that then I will await his answer.
11. She thought she saw a a mouse.
12. No one should believe that I am a a a dunce.
13. The ability to write shorthand at a speed of one hundred words per minute to take dictation on the machine at 50 words a minute to file letters so that they can be found without difficulty to be courteous to callers these are some of the requirements of a good stenographer.
14. Newspapers in every section of the country we have two classes of newspapers the one which tends to uplift the morals of its readers and the one which publishes every piece of news no matter how unsavory it may be.

15. Her efforts against poverty her courageous spirit under trying circumstances her calm sweet spirit through many sad experiences all these endeared her to the hearts of those who knew her.
16. Into each life some rain must fall Longfellow.
17. When you become teachers and find yourselves unable to give satisfaction you will wish your time for thorough preparation had not been wasted but I did not mean to lecture you today.
18. Bring me fruit nuts cereals anything but meat I want no meat.

LESSON LVIII.

PARENTHESIS.

1. The words within the parenthesis should be punctuated as an independent construction; as, "We are all of us (who can deny it?) partial to our own failings."

2. When the word preceding the parenthesis requires a punctuation mark, the mark is placed after the parenthesis if the last word within the parenthesis is not punctuated; otherwise, the punctuation mark is placed before the parenthesis; as, "Pride in some disguise or other (often a secret to the proud man himself), is the most ordinary spring of action among men."

3. When the parenthesis is independent of the context, a period is placed after the matter within the parenthesis, and also after the word that precedes it; as, "Alaska can hardly be considered as lying under the sun." (Laughter.)

4. An exclamation point in a parenthesis is often placed after a word or a sentence to express irony or contempt; and an interrogation point to express doubt; as, "An Englishman once asked if Boston (!) was the capital of New York State." "When I am elected to that office (?) I will not forget you.

5. When an extraordinary degree of emotion is to be expressed, several exclamation points without the parenthesis are sometimes used; as, "Place of refuge! Retreat for the suffering!! They are abodes of cruelty, the full narration of whose deeds would outrage the sense of public justice."

6. The brackets instead of the parenthesis are frequently used when a word is to be introduced in a quoted passage, and in special cases in dictionaries; as, "Five hundred dollars are [is] not enough to pay for this lot." Blarney [Fr. a legend of Blarney Castle, Ireland]." "Elate [L. elatus, p. p. of efferre, to carry out]."

PUNCTUATE.

1. The doctrine of the immortality of the soul was taught explicitly at least as explicitly as could be expected of an ancient philosopher by Socrates.
2. We are all of us who can deny it? partial to our own failings.
3. I wish to ask the gentleman from Ohio Mr. Thomas a question which he may not want to answer in this place hear, hear.
4. Pride in some disguise or other often a secret to the proud man himself, is the most ordinary spring of action among men.
5. While the Christian desires the approbation of his fellow men, and why should he not desire it? he disdains to receive their good will by dishonorable means.
6. Can we call such a person by any other name than a tyrant? I use the word with a full understanding of the responsibilities I assume by its use.
7. The second President of the United States John Adams had only one term as president.
8. Benjamin Franklin one of our first ministers to France did much for the cause of American liberty.

9. I am not in sympathy with the reasonings or the conclusions of the speaker who has just taken his seat. Hisses mingled with cheers.
10. Day of fate Dangers unparalleled Woes unutterable Who can describe the horrors of the French revolution.
11. A. M. Artium Magister Master of Arts.
12. His manner of writing i. e. his style is very pleasing.
13. Miss Smith such is our teacher's name expelled three pupils for bad conduct.
14. The orator who made a grammatical mistake in nearly every sentence which he uttered, is called an Oxford scholar.
15. The days have passed 1800 when the bitterness of party spirit prevented the possibility of arriving at calm judgments.

LESSON LIX.

APOSTROPHE.

The apostrophe is a comma placed above the line. It is used to denote the omission of a letter or letters in a word; as, *e'er,* for *ever; don't* for *do not; 'tis* for *it is.*

ACCENTS.

The acute accent (´) is used to denote the accented syllable of a word as, plural'ity. It is also placed over the final e of the French origin; when the *e* has the sound of *a* as in San José. It is also placed over the last word of a question to show that the rising inflection should be given.

The Grave Accent (`) is used when it is desired to show that a question should have the falling inflection, and to indicate that certain letters should be pronounced separately and not joined in sound with the preceding syllable; as, "How old

are yoù?" "He is a learnèd man." All questions that can be answered by *yes* or *no* should have the rising inflection, others the falling.

The Circumflex Accent (ˆ) placed over a word shows that it should be read with a combination of the rising and the falling inflection.

Brace.

THE BRACE is used to connect several words or expressions having a common relationship.

Common Nouns. { Abstract, Verbal, Collective

Diaeresis.

THE DIAERESIS (¨) is placed over the latter of two contiguous vowels, as zoölogy.

Caret.

THE CARET (∧) INDICATES omission of words to be supplied; as, It is my intention.
∧

Cedilla.

THE CEDILLA (¸) is a mark resembling a comma placed under the letter c in some words to show that it requires the sound of s, as, façile.

Punctuate.

1. I saw the phaeton. 2. He studied zoology. 3 He was a learned man. 4. Your name is Smith. 5. His mind was tranquil mid all the perils of the deep. 6. Tho he slay me yet will I trust him. 7. The toy was worth only a hapenny. 8. They darent refuse his request. 9. He doesnt

acknowledge all his obligations in the matter. 10. They sat neath the shadow of a favorite oak. 11. Is this the right word. 12. Who goes there. 13. Would a friend advise such a step. 14. This work on zoology is a most excellent one. 15. Een to old age he preserved his integrity.

Arrange and Punctuate.

mr homer a brown hacienda cal dear sir in looking over our books today we find that your account with us amounting to $35.00 is three months overdue several statements of this account have been sent you but presume you have overlooked them owing to some heavy bills which fall due the first of the month which we shall not be able to meet unless our outstanding accounts are promptly paid we wish you would kindly call at your earliest convenience and make arrangements to settle if not all at least a part of your account and the balance to date trusting the above will not inconvenience you and that you will call at an early date i am very truly yours.

LESSON LX.

Correct and Punctuate.

mr john b gray wheeling w va dear sir your inquiry in regard to the knabe piano is received we are mailing you today under separate cover a catalogue of the knabe piano you are no doubt aware that it is one of the best and most expensive pianos on the market today we should like very much to place one of these in your home we believe it would lead to more sales in your locality we find only one complaint in this piano and that is the price we believe when you take into consideration its tone durability and finish that it is the cheapest in the end the prices marked in the catalogue are the regular prices for the various styles of instruments we give a discount of ten per

cent for cash from these prices we shall be glad to send you one of these instruments and if you are not satisfied after giving it a free trial you may return it to us and we will pay all expenses we also carry about 25 other makes of pianos ranging in price from $100 up to the price of the knabe let us know about what you are willing to pay and we will send you an instrument on approval which we are sure you will consider full value for your money we thank you very kindly for writing to us and we hope we may have the pleasure of doing some business with you all our pianos are sold direct from our house and none through local dealers so if you place an order with us you will save the payment of two or three profits if you are not prepared to pay cash we will give you as liberal terms as any piano house in the country hoping that we may have the pleasure of hearing from you by return mail we are yours truly.

kansas construction co leavenworth kansas gentlemen we have your letter of may 25th concerning shipment of empty sacks to the fort scott portland cement co under date of january 20th we find after careful investigation that no record of the receipt of the shipment in question namely 16 bundles containing 320 sacks is available at the mills we find further that the efforts made by your local freight agent and the freight auditor here have been wholly misdirected on the same day that you shipped the sacks in question you also shipped to the kansas portland cement co likewise at fort scott 26 bundles containing 520 empty sacks for which you received credit through the d w hall co of this city this shipment was consigned via the c b & q way bill 169 whereas the consignment to the fort scott portland cement co was on way bill 168 it now develops that the shipment which has been traced is 169 for which you have already received credit and therefore our efforts have been entirely fruitless we suggest that you take immediate steps to

see that your local railroad agents trace the proper shipment way bill 168 which as has been said has not arrived at the mill we are extremely sorry that there should have been any confusion in following up your shipment it is undoubtedly due to the carelessness of your local agent in making out tracing papers we wish to assure you of our desire to secure a satisfactory statement of this account and trust that no further difficulties may arise we are mailing you a revised pricelist you will be glad to see that the prices of all grades of cement are slightly lower than our last quotations the price of brick however has advanced and will probably go still higher owing to the local demand being so great hoping you will continue to favor us with a generous portion of your patronage we are yours truly.

LESSON LXI.

CORRECT AND PUNCTUATE.

mr abraham b rowley woodbine iowa dear sir we understand that you are feeding a number of cattle you will therefore be interested in our up to date line of cattle feeding machines we sell corn crushers that crush the corn cobs and husks all together into a coarse meal corn crushers that shell off the grain and husks and crush the grain and husks together throwing out the cob crushers that crush shredded corn only corn crushers that crush the ears of the corn only not mashing the grain in fact feed cutters that do a greater amount and variety of cutting than any other machine experience and tests have proved that the best half of the corn crop is contained in the stalks and husks our combined feed cutter and shredder will cut stalks husks ears and cobs leaving them in the best possible condition for feeding to the cattle it would enable you to save enough good food that would otherwise be wasted to pay for the original cost of this machine in one year save your

entire corn crop and save your hay if you will try this plan of leaving the husks on the corn for feeding cattle it is a fact that feed well prepared by one of these machines has almost double the value of food used in the ordinary way these machines merit the attention of cattle feeders for the following reasons they put the corn in the best possible shape to secure the rapid gain of flesh and health of the cattle they enable farmers to fatten with three fourths of the quantity required by the old method of feeding write for our illustrated catalogue yours truly.

mr leslie n craig plainfield new jersey dear sir your letter asking for information in regard to certain tracts of land in the valley of the big horn in wyoming came duly to hand as you know i have for more than a dozen years lived in the west and have traveled extensively in the semi arid states of idaho washington oregon utah colorado new mexico wyoming and montana i have been much interested in irrigation having assisted in the survey of one of the largest canals now in operation i have recently visited the big horn country and am ready to give it my unqualified praise the most important considerations in arid countries is the abundance of the water supply and the ease of distribution of the water over the land the conditions in the part of the basin in which the land in question lies are ideal the land is so nearly level that the water will follow a common plow furrow for miles another important consideration is the cost of preparing the land for cultivation in this particular valley it costs absolutely nothing for either leveling or clearing a soft salt sage sparsely covers the valley a disc tears it to pieces i was in a field put to wheat last year the ground was disced twice and wheat sown that wheat last year produced 38 bushels to the acre on that unplowed land the fertility of the soil is marvelous there is no gravel and no stone the washing away of the hills and the decomposing of vegetable matter through the countless ages of the past have created a soil unsurpassed this combined with the abundance of water

brought down by the big horn river and the ease with which it is being distributed makes this a country of unusual promise the climate is also very attractive the winters are very mild and the summers are favorable for growing crops yours very truly.

LESSON LXII.

Circular Letter.

Write a circular letter to Miss Jennie Scranton, Los Angeles, California.

Object, To Advertise your Shorthand Department.

1. Refer to the Reputation of the *System* taught.
2. Refer to the Reputation of the *School.*
3. Refer to the Reputation of the *Teachers.*
4. Refer to the Reputation of the *Graduates.*
5. Mention the fact that what is valuable to hundreds of others may be valuable to the recipient.
6. State the cost of the course and the time required.
7. Express your willingness to give further information.
8. Extend a cordial invitation to the recipient to call and see the work done.

Follow-Up Letters.

1. State that the recipient doubtless received a previous letter, setting forth the merits of the school, but probably overlooked answering it.
2. Set forth some new merits, other than those that were mentioned in the former letter.
3. Request a visit from her to the school.
4. Enclose a testimonial of one of the graduates.
5. Essentials—Genuine frankness and candor.

Letters of Application.

Write an answer to an advertisement for a stenographer.

1. (a) Form—Appearance—Neatness—Spelling—Capitalization—Grammatical Construction.
   (b) Concise, yet expressing qualifications, not stilted, but straight-forward, manly, free from display.
2. (a) Explanation as to why the application is made.
   (b) Statement of age and qualifications.
   (c) Name of reference; and credentials, if any are enclosed.

Letter.

Advertising Space Desired.

1. Write a letter enclosing an advertisement of your business.
2. Request rates on it for one week or longer.

Letter.

1. Write a letter giving the resources of the locality in which you live.

Formal Notes.

Formal notes and invitations are written in the third person and should be answered, also, in the third person, for example;

1. Mr. and Mrs. Walter Kingsley request the pleasure of Mr. Rolland Eberhart's company at dinner, on Thursday evening June the third, at seven o'clock.

1920 Maple Street
May thirtieth.

2. Mr. Eberhart accepts with pleasure Mr. and Mrs. Walter Kingsley's kind invitation to dinner on Thursday evening, June the third, at seven o'clock.

29 Coe Ave.

June first.

3. Mr. Eberhart regrets that he cannot accept Mr. and Mrs. Walter Kingsley's kind invitation to dinner on Thursday evening, June the third.

29 Coe Ave.

June first.

If a large number of invitations are sent out, it is desirable to write them in the second person, as:

4. The class of Nineteen Hundred and Thirteen
Columbia School of Expression
requests the honor of your presence at the
Commencement Exercises
Wednesday, June eighteenth
at two o'clock.
Temple Auditorium,
Chicago.

5. Miss Jennie Bryant accepts with pleasure the kind invitation of the class of Nineteen Hundred and Thirteen, Columbia School of Expression, to attend the Commencement Exercises, Wednesday, June eighteenth, at two o'clock, in Temple Auditorium.

Informal notes are written in the first person and no set form is required.

1. Write an invitation to Mr. and Mrs. James Strong to dine with you, at 8 o'clock, Wednesday evening.
2. Write an acceptance to the above invitation.
3. Write a regret to the above invitation.

4. Miss Caroline Bush is to give a Valentine party on February 14, at 8 o'clock. Write for her an invitation to Miss Lucy Larcome.
5. Write Miss Larcome's acceptance.
6. Write an informal note to a friend expressing appreciation of a Christmas gift just received.

TELEGRAMS.

Both clearness and brevity are absolutely essential in the writing of telegrams.

The minimum charge made by telegraph companies to any part of the United States, is generally upon a basis of ten words. As the charge is the same for a smaller number, nothing is gained by reducing a message below ten words; but for every word above ten an additional charge is made.

No charge is made for the name and address of the addressee or for the name of the sender.

EXERCISE.

1. Write a telegram accepting a clerkship with the James Hardware Company, St. Louis, Mo. State the time of your arrival in the city. Do not exceed ten words.

2. Telegraph to The Jones Paper Company, Charleston, South Carolina, for 60 reams of French bond paper, light blue tint, 20x24, heaviest weight. Paper to be shipped by Southern Pacific Freight.

CONJUGATION OF THE VERB *STUDY*.

ACTIVE VOICE.

INDICATIVE MODE.

PRESENT TENSE.

Person.	Singular Number.	Plural Number.
1.	I study.	We study.
2.	You study.	You study.
3.	He studies.	They study.

PRESENT PERFECT TENSE.

1.	I have studied.	We have studied.
2.	You have studied.	You have studied.
3.	He has studied.	They have studied.

PAST TENSE.

1.	I studied.	We studied.
2.	You studied.	You studied.
3.	He studied.	They studied.

PAST PERFECT TENSE.

1.	I had studied.	We had studied.
2.	You had studied.	You had studied.
3.	He had studied.	They had studied.

FUTURE TENSE.

SIMPLE FUTURITY.

1.	I shall study.	We shall study.
2.	You will study.	You will study.
3.	He will study.	They will study.

DETERMINATION.

1.	I will study.	We will study.
2.	You shall study.	You shall study.
3.	He shall study.	They shall study.

Future Perfect Tense.

1. I shall have studied.	1. We shall have studied.
2. You will have studied.	2. You will have studied.
3. He will have studied.	3. They will have studied.

CONJUGATION OF THE VERB STUDY.

ACTIVE VOICE.

Subjunctive Mode.

Present Tense.

Person.

1. If I study.	1. If we study.
2. If you study.	2. If you study.
3. If he study.	3. If they study.

Present Perfect Tense.

1. If I have studied.	1. If we have studied.
2. If you have studied.	2. If you have studied.
3. If he has studied.	3. If they have studied.

Past Tense.

1. If I studied.	1. If we studied.
2. If you studied.	2. If you studied.
3. If he studied.	3. If they studied.

Past Perfect Tense.

1. If I had studied.	1. If we had studied.
2. If you had studied.	2. If you had studied.
3. If he had studied.	3. If they had studied.

CONJUGATION OF THE VERB STUDY.

ACTIVE VOICE.

POTENTIAL MODE.

PRESENT TENSE.

Person.	Singular Number.	Plural Number.
1.	I may, can or must study.	1. We may, can, or must study.
2.	You may, can, or must study.	2. You may, can, or must study.
3.	He may, can, or must study.	3. They may, can, or must study.

PRESENT PERFECT TENSE.

1.	I may, can, or must have studied.	1. We may, can, or must have studied.
2.	You may, can, or must have studied.	2. You may, can, or must have studied.
3.	He may, can, or must have studied.	3. They, may, can, or must have studied.

PAST TENSE.

1.	I might, could, would or should study.	1. We might, could, would or should study.
2.	You might, could, would or should study.	2. You might, could, would or should study.
3.	He might, could, would or should study.	3. They might, could, would. or should study.

PAST PERFECT TENSE.

1.	I might, could, would or should have studied.	1. We might, could, would or should have studied.
2.	You might, could, would or should have studied.	2. You might, could, would or should have studied.
3.	He might, could, would or should have studied.	3. They might, could, would or should have studied.

CONJUGATION OF THE VERB STUDY.

ACTIVE VOICE.

IMPERATIVE MODE.

PRESENT TENSE.

Person.	Singular Number.	Plural Number.
1.	Study (you or thou).	1. Study (you or thou).

INFINITIVE MODE.

Present.	Present Perfect.
To study.	To have studied.

PARTICIPLES.

Present.	Past Perfect.
Studying.	Having studied.

Past.

Studied.

DEGREES

The following are the more usual abbreviations, with the degrees for which they stand—

A. A. .....Associate of Arts.
A. B. or B. A. .....Bachelor of Arts.
A. M. or M. A. .....Master of Arts.
B. C. or B. C. S. .....Bachelor of Commerce or Bachelor of Commercial Science.
B. C. L. .....Bachelor of Civil Law.
B. D. .....Bachelor of Divinity.
B. L. or Litt. B. .....Bachelor of Letters.
B. P., B. Ph., or Ph. B. ..Bachelor of Philosophy.
B. S. or B. Sc. .....Bachelor of Science.
C. E. .....Civil Engineer.
C. M. .....Master of Surgery.
D. C. L. .....Doctor of Civil Law.
D. D. .....Doctor of Divinity.
D. Litt. or Litt. D. .....Doctor of Literature.
D. M. .....Doctor of Medicine. (Oxford.)
D. V. M. .....Doctor of Veterinary Medicine.
D. S. or D. Sc. .....Doctor of Science.
E. E. .....Electrical Engineer.
J. D. .....Doctor of Laws.
J. U. D. .....Doctor of Civil and Canon Law.
LL. B. .....Bachelor of Laws.
L. H. D. .....Doctor of Letters or Humanities.
LL. D. .....Doctor of Laws.
LL. M. or M. L. .....Master of Laws.
M. B. .....Bachelor of Medicine.
M. C. E. .....Master of Civil Engineering.
M. D. .....Doctor of Medicine.
M. M. E. .....Master of Mining Engineering.
Mus. B. .....Bachelor of Music.
Mus. D. .....Doctor of Music.
Ph. D. .....Doctor of Philosophy.
Ph. G. .....Graduate in Pharmacy.
V. S. .....Veterinary Surgeon.

ABBREVIATIONS

The following abbreviations are frequently used in correspondence, namely:—

Agt. .....Agent.
A. M. .....meaning Ante Meridian—before noon.
Apr. .....April.

Asst. .....Assistant.
Aug. .....August.
c. i. f. .....meaning cost, insurance, and freight; that is, the price includes the cost of the goods, packing, insurance, freight, etc.
Cor. Sec. .....Corresponding Secretary.
Dec. .....December.
e. g. .....for example.
et al. .....and others.
etc. .....et cetera.
Feb. .....February.
f. o. b. .....meaning free on board; signifies that the price of goods includes all charges up to and including placing the goods on train or vessel.
i. e. .....that is.
inst. .....meaning instant—present month.
Jan. .....January.
M. .....meaning Meridies—meridian or noon.
Mfg. .....Manufacturing.
Mgr. .....Manager.
Ms. or Mss. .....Manuscript or Manuscripts.
Nov. .....November.
p. .....page.
P. M. .....meaning Post Meridian—afternoon.
pp. .....pages.
Prest. or Pres. .....President.
prox. .....meaning proximo—coming month.
R. R. .....Railroad.
Rw., Ry., or Rwy. .....Railway.
Sec. .....Secretary.
Sept. .....September.
Sts., ...Streets.
Supt. .....Superintendent.
Treas. .....Treasurer.
ult. .....last month.
viz. .....namely; to wit.

The following are the abbreviations for the states, territories, and possessions of the United States recommended by the United States government:—

Ala.	Alabama.
Alaska.	Alaska Territory
Ariz.	Arizona Territory
Ark.	Arkansas.
Cal., Calif.	California.
Col., Colo.	Colorado.
Conn.	Connecticut.
Del.	Delaware.

D. C.	District of Columbia.
Fla.	Florida.
Ga.	Georgia.
H. T.	Hawaiian Territory.
Ill.	Illinois.
Ind.	Indiana.
Kan., Kans.	Kansas.
Ky.	Kentucky.
La.	Louisiana.
Me.	Maine.
Md.	Maryland.
Mass.	Massachusetts.
Mich.	Michigan.
Minn.	Minnesota.
Miss.	Mississippi.
Mo.	Missouri.
Mont.	Montana.
Neb.	Nebraska.
Nev.	Nevada.
N. H.	New Hampshire.
N. J.	New Jersey.
N. Mex.	New Mexico Territory
N. Y.	New York.
N. C.	North Carolina.
N. Dak.	North Dakota.
Okla.	Oklahoma Territory.
Ore., Oreg.,	Oregon.
Pa.	Pennsylvania.
P. I.	Philippine Islands.
P. R.	Porto Rico.
R. I.	Rhode Island.
S. C.	South Carolina.
S. Dak.	South Dakota.
Tenn.	Tennessee.
Tex.	Texas.
Vt.	Vermont.
Va.	Virginia.
Wash.	Washington.
W. Va.	West Virginia.
Wis.	Wisconsin.
Wyo.	Wyoming.

Guam, Idaho, Iowa, Samoa and Utah are not abbreviated.

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